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THE SECONDARY CURRICULUM

By

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In discussing curriculum-making the first and most necessary thing is to free the mind from all delusions as to general training and development of faculties. That old psychology was killed twenty years ago; but it has more life than a cat, and always comes to life again as soon as anyone mentions the word 'Curriculum'. If a subject is included in the school curriculum, it must be because it is in itself useful or valuable; not because it develops some bump in the brain. Disciplinary value lies not in subject-matter, but in the way in which a subject is taught and learnt: it cannot therefore be used as a determinant in framing a curriculum.

When we say that a subject in the curriculum is useful, we mean either that it is actually useful to the child now (e.g., Handwriting is useful to the child now and will continue to be so: Football is useful to the child now, but it will be less so in the later life), or else we mean that the subject, though not useful now, is sure to be useful in the later life of all, or almost all, the children. (The arithmetic of stocks and shares is not useful to the child now, but will be useful in later life). Most of the things which we teach in the schools are things which are likely to be useful in the future, although they are not particularly useful now. If a subject is to be included in the curriculum, we must show that it is or will be useful to all the pupils who are required to study it

Now for a subject to be useful it is in all cases necessary that it should be completely learnt, or at any rate learnt up to that point at which the skill and knowledge can actually be applied. All subjects are useless if studied merely in their initial stages: half a dozen words of English, half a dozen notes of music, half a dozen facts of history are all useless. Therefore, before we include any subject in the curriculum, we have got to make sure that the child will actually study that subject long enough to reach the adequate minimum degree of mastery in the subject; and we have also to make sure that they are capable of reaching that adequate degree of mastery.

Now it seems to me that many of the subjects included in our curriculum do not comply with these criteria. There are three kinds of subjects to which objection may be raised:—

1. Subjects which are obviously unlikely to be required by all the children.

2. Subjects which, within the scope of the secondary course, obviously cannot be adequately mastered.

3. Subjects which not all the children are by nature capable of mastering.

I. SUBJECTS WHICH ARE NOT REQUIRED BY ALL.

Here we have the greater part of Algebra and a large part of Geometry. There is a type of boys who will, we are perfectly sure, never engage in scientific pursuits, nor are ever likely to take any employment in which mathematical proficiency is essentially necessary. For these boys it is difficult to see the use of Algebra (beyond the absolute elements which might really be included in their Arithmetic course). I think I can honestly say for myself that I have never used, nor felt any occasion to use a Quadratic Equation since I left school, and (save only in handling a Prismatic Compass during the war) I do think that my knowledge of Euclid (as it was then) has never been of the slightest use to me. Surely there should be devised a mathematical course for the non-mathematical pupils? and surely such a course should contain very very much less than what is contained in our present courses in Algebra and Geometry?

II. SUBJECTS WHICH CANNOT WITHIN THE SECONDARY COURSE, BE BROUGHT TO AN ADEQUATE DEGREE OF MASTERY.

Sanskrit and Persian are taught for three periods a week during the last four years of school. Thus the boys study Sanskrit for about 340 hours. This is equivalent to about six weeks full time study. I submit that it is not possible to acquire any worthwhile knowledge of Sanskrit in six weeks: moreover the vast majority of boys drop the subject as soon as they leave the school. If Sanskrit is really necessary for all the children, let us give them so much of it that they at least acquire a reading ability. If the power to write Sanskrit is necessary, let us by all means devote so much time to it that this end shall be really achieved. But the amount of time at present devoted achieves nothing; it is mere waste.

Another such subject is that sort of science which is taught in schools in England and in some schools in India. It goes no further than the elements of Chemistry and Physics. It involves an enormous expense in respect of apparatus, and it takes up a great deal of space. Through some mental kink of the Training College and the educationists, it is assumed that the boy must not learn anything in this course except by verifying it for himself. The vast majority of boys studying science will never in their after-life have any occasion to put into practice the elements of laboratory technique which they have learnt at school and all the great and fundamental ideas of science are far too complicated to be verified by the little boys playing about in laboratories.

The result is that it is perfectly possible for these expensively educated children to pass right through a school science course and remain at least fifty years out of date in scientific knowledge; to be ignorant indeed of all that really matters in the science of to-day.

Now it is obviously necessary that every child who passes through our schools should be given some knowledge of the meaning of modern science, should be inspired with some scientific curiosity and enthusiasm; but this messing about with test-tubes is far more likely to damp enthusiasm and to kill curiosity than to be a stimulus. What we really need is a good lecture course, based on some such book as Wells' 'Outlines of Science' and illustrated by an epidiascope.

III. SUBJECTS IN WHICH THE PUPILS CANNOT ATTAIN ADEQUATE MASTERY.

The third class comprises subjects in which the majority of the pupils will never be able to attain a worthwhile degree of mastery.

We will admit that it is extremely necessary that every boy should possess such power of drawing as will enable him to explain simple spatial ideas which cannot conveniently be conveyed by words. Every man is liable to be called upon to expound to a carpenter how he wants something made: moreover, most men on some occasion or another need to be able to draw an intelligible map as for example, in giving direction to a person how to find certain place. We may also admit that every girl may find it useful to be able to copy a pattern and to sketch the outline of a garment. But that is not the sort of drawing which is taught in a school, least of all in the model school of a training institution. We see little boys playing about with pastels making representations of apples and leaves.

Now the drawing courses in most of our syllabus have been framed by some Professor of Art in an Art College. These syllabuses are based upon assumption that all the children are going to be artists.

During the past ten years we have had in this Training College at Dacca an optional outdoor sketching class, and in this class a great deal of really excellent work is done. Drawings have been produced of really artistic merit; but it is an expensive class to run, for drawing materials cost money You cannot paint decently with bad paints, nor is it possible to do pastel sketches without a full range of colours, and in cheap boxes of pastels the darker greens and reds are never included because they are expensive. So for making this class compulsory we *refuse to admit into it any student who does not show some genuine aptitude.* The number of such students works out at an average of *just about 10 per cent.*

I believe that every boy should be taught the elements of lineal representation of idea. Every boy ought to be able to explain in lines how a thing is made. Every boy ought to be able to draw a simple map. But this artistic sort of drawing of leaves and apples and trees would be very much better restricted to those children who possess a real aptitude namely about ten per cent, whereas these children who possess aptitude, are under our present uniform compulsory syllabus, neglected, because the teacher has not time to give them the attention and materials which they deserve.

In fact the main effect of our present syllabus in drawing is to discourage the few who are worth encouragement and to waste the time of the 90 per cent others.

We have also for our own school boys an optional Meccano and Manual class. The Manual Class is somewhat eccentric. It is not a wood-working class. It is a room in which you can make anything out of anything, but only simple tools are provided such as a child may expect to obtain in his own home. We have made and repaired shoes; we make chessboards, Carrom boards, wooden toys, a theatre with cardboard scenery; and we are at present engaged in making rag dolls to be sold for the Scout funds. We have also a number of sets of Meccano. Our ideal (never fully realized) is that the Manual Room should always be shut when the school is open, and open when the school is shut Actually the number of boys attending this class off and on is about 10 per cent of the total. Whereas at present, in our Government schools in Bengal, we have a ridiculous system of carpentary classes, misnamed "Manual Classes" (as if carpentary were the only known form of manual work), all

boys are compelled to attend these classes. God only knows why! Ninety per cent of the pupils merely waste time and wood; and ten per cent have their youthful enthusiasm killed.

What then should be the course of our secondary study? It should consist, I believe, of those subjects only which we can be perfectly sure that *every* child will need in his after-life, and those subjects only which we can be sure of teaching adequtely within the time. If we have the money and the staff to add optional subjects such as Art, Music and Drawing and even Laboratory Science for the few who have really an aptitude, by all means let us do so. Those are beside the point.

What should be the compulsory subjects?

The higher ranges of literary appreciation may be left as an optional course, but it is absolutely necessary that every child should be able to say what he means, and to understand what other people mean in his own language.

Secondly, Arithmetic.

Thirdly, History—not local history but real history, such understanding of the general history of mankind as will serve as a guiding star through these dirty choppy seas of temporary local politics. It is not historical facts the children need, but historical perspective. They need to realise that the last hundred years are really only an unimportant episode which mankind of the future may think hardly worth a paragraph in the history book. Only such a realisation will enable them to see which things among the happenings of to-day really matter to the future

Fourthly, some Geography—again not merely local geography, but such geography as will enable the children to realise the infinite variety and sameness of mankind.

Fifthly, an intelligently delivered course which will initiate them into the essence of modern science, and more especially, of Biology. This course should obviously be taught in a very close relation with the course on history.

Sixthly, Hygiene.

And lastly, English,—certainly the power of reading English; but we believe that, with an improved technique of teaching and with better teaching material than that we have at present, it will be possible to ensure also within secondary course the power of speaking and writing English correctly upon all ordinary subjects.

Now if that is all the course, is the period of secondary education at present too short or too long? Could such a course as this be completed between the ninth and fourteenth year? That is a question which I do not feel prepared to answer. But one thing I feel certain—namely that the history books of five hundred years hence will note as one of the amazing characteristics of the nineteenth and twentieth centuries, their pathetic belief in the magical power of an enormously expensive educational system, consisting, to a large extent, of perfectly useless subjects. In those days of the future a child will be taught in childhood those few things which are certainly and obviously required by every child: but the real education of man will be a thing which will go on intermittently throughout life Men will learn things *when* they need them and *because* they need them; and the problem of unemployment will be solved by requiring every adult to devote every fifth year of his life to education.

It is impossible for any honest educationist to-day to avoid feeling at times a sense of humbug, when he looks at what is being taught and to whom we are teaching it. What pathetic faith have these learners!

THE SCOPE AND CONTENT OF CURRICULA OF STUDIES IN SECONDARY SCHOOLS

By

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Now, when reconsideration of the S.S.L.C. scheme is in the air, it is high time that teachers bestirred themselves, to come to some agreement on Educational ideals, and methods for their achievement. Nothing is easier than to find fault with existing conditions, but it is useless to talk of changing them until we have agreed on something to take their place that is substantially better. Therefore the Editorial Board of the South Indian Teacher is doing a real service in publishing a series of articles dealing with these pressing problems.

Probably all teachers will agree that the content, if not the scope, of our present curricula is too great, that the multiplicity of subjects to be taught in the classes presses intolerably on the duller witted and develops superficiality and insincerity in the keener students. But shading a little off here and there will not help much, while we stick to the same lines, and offer all our prizes for literary proficiency or smart memorising. Can we not seriously consider the entire remodelling of our Secondary schools, on the lines of the most approved reforms in Europe and America, turning class rooms into workshops, studies, laboratories and libraries, where children are supervised and helped in *doing things*, and incidentally looking up information that they require for doing them, in the necessary books of reference?

At first sight, such a change may seem impracticable for two reasons:—First *expense*, and then *want of teachers* trained on the right lines I propose to show how these difficulties could be gradually surmounted, and a beginning made at once. The expense in the first place, of workshops entirely depends on what kind of workshop is opened, and it may easily under wise management, be made self-supporting, though its profits should never be allowed to take precedence in importance over educational aims.

Take an average, or rather poor, Secondary school in South India, and see its possibilities in this direction It would be likely to have, at least, eight class rooms, and under the new scheme we are considering, two of these, the largest, would suffice for lecture or demonstration purposes for senior and junior pupils respectively. These rooms would be fitted with the usual desks, furnished with writing materials, black-boards, etc. Two more should be libraries or reading rooms, again for juniors and seniors, with appropriate literature and reference books for each. No ink should be allowed to enter these rooms, and the arrangement of seats, chowkis or mats should be less formal, adapted for ease of reading in a good light. They should be quiet rooms, where only the most necessary conversation could be carried on, and in under-tones. Of the remaining rooms, two might be workshops, one a science laboratory and one an Art room used for both music and drawing, unless there was a separate room preferably far removed, to devote to music. The laboratory would be of the usual

type but the workshops require more definition. They would again be for juniors and seniors respectively, and the handicrafts of technical skills taught should vary according to the neighbourhood of the school and its industrial needs. In girls' schools, needle work, handspinning and weaving, cooking and nursing should be practically taught. But in both boys' and girls' schools the workshops should be in charge of experienced and skilled workers in the craft rather than of school teachers who have been trained on the present lines. Of such teachers I should if possible assign two to each of the other four rooms, so that there would never fail to be one in charge, while the other was lecturing or giving individual help to groups of students.

How would the students be fitted into the schemes? First there would be a division by age into junior and senior, and then a further division, either alphabetically or by age, or the more natural arrangement whereby a new-comer to the school would be assigned to the teacher who had most room for him Anyhow every teacher should have not less than twenty nor more than forty students for whom he was responsible for enrollment of marks and general encouragement and help. Once a week or oftener he or she would call his group together in lecture room to settle each boy's or girl's programme of work guiding and advising but trying always to call forth spontaneity of choice, and leading considerable freedom, subject to available space in workshop, art-room, laboratory and libraries. Bells could ring hourly, to allow of change of operation then if wanted, but wandering from one task to another meanwhile should be discouraged The marking would be on the Dalton assignment plan or something similar, and these assignments could be correlated to the ordinary form gradings so that leaving-certificates could analyse a student by grade in each subject. Of course the influence of the teacher would at present be used in the direction of all round progress in the subjects needed for S. S. L. C., or University, and if a child comes up to form three standard in English but is only form I in Mathamatics, he would be induced to work more at the latter till the balance is achieved. Also every student should keep his own record of work done in every subject, and marks earned. The teacher should check these daily records at regular periods and thus would see if a vital subject were being neglected.

Now we come to the consideration of these subjects, and whether all are needed that are at present taught. Probably at first we should have to keep up with schools that retained all but this method would cause some to gradually fall into disuse as unnecessary, or too unattractive to be worth the trouble of forcing attention to it Once reading has been well taught, in the mother tounge or English, Love of fine litrature can only be gained in the library, with occasional lectures and speaking and good enunciation would be best practised in homely conversations with the teachers and in acting dramas, which is perhaps the most useful of all educationally, for its all round interest. The school should not be too poor to have in its playground a drill-shed which can also be used as a theatre

Nature-study (a dry thing as now taught) could become vital only if associated with gardening and care of school pets stray cats for instance or wounded squirrels or birds.

The daily Arithmetic lesson could disappear, after the four rules of caleulation are known and guidance given only in the best and shortened ways of getting at measurements and quantities required in

workshop and laboratory experiments. A school shop is again an excellent training in habits of accuracy and mental Arithmetic. Citizenship or civics makes a fine show on the time-table of many a modern school, but half an hour's questioning of students or even teachers will convince that in most cases it is sheer waste of time. Instead of it, a School such as I have sketched would devote at least an hour weekly to some popular assembly of the whole school republic, or a smaller committee of its elected delegates to legislate for themselves, appoint and check officials who administer their own laws and in short serve a real apprenticeship in the difficult art of self-government on modern lines. Boys are likely to start a printing press, publish their own magazine and take immense pains fitting up aerials, and undertaking quite difficult engineering feats under the incentive of real, self initiated choice of interests. I have known a child in a Montessori school fit up a doll house with a complete electric installation, quite unaided. Girls may be less inventive and enterprising, but show surprising artistic talent when encouraged to exercise their own taste instead of having the teacher's standards forced on them. Morever girls love drama, and have yet to find the play that is too difficult for them

If such a school were to be started atonce, probably many pupils would be withdrawn by alarmed parents. That would be all the better, for it would allow of a small staff in starting, and the one great requisite would be enthusiastic interest in the experiment and wish to co-operate in making it a success. Better six teachers of the right sort than twelve of the wrong and the number of scholars need not increase beyond the capacity of the teacher of the right quality.

HIGH SCHOOLS FOR INDIA OF TO-MORROW

By

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In our schools and colleges we should now begin to approach the solution of our problems, as far as possible, in the light of present day knowledge by making first a scientific determination of the objectives towards which we are working. When we actually know what our schools are for and just what their products should be, then we shall be able to answer the important question: What is the function of the high school? Should it prepare for college or for life.

Then what are to be the objectives of high school education? The commission appointed by the National Education Association of America for the reorganization of Secondary Education regard the following as the main objective of education:—Health, Command of Fundamental Processes, Worthy Home Membership, Vocation, Citizenship, Worthy use of Leisure, and Ethical Character. These objectives apply for education as a whole—elementary secondary and higher. It is now our purpose to consider specifically the role of secondary education in achieving each of the above-mentioned objectives.

1. *Training for efficient personal and public health*:—Since every other aim of education is dependent for its realization upon good health, health may properly be placed as the first high school objective This makes imperative an adequate time assignment for physical training and requires science courses properly focussed upon personal and community hygiene, the principles of sanitation and their applications.

2. *Training for civic worth and efficiency*:—The present day national consciousness in the country and its results by way of a future self-governing India can survive only if the citizens be intelligent, well informed and virtuous. Particularly in view of the very many cleavages peculiar to our country, linguistic, communal, and provincial, civic education that will develop in the individual those qualities whereby he will act well his part as a member of neighbourhood, village, town or city, State and Nation and will give him a basis for understanding international relations is very necessary For such citizenship, the following qualifications are essential: a many sided interest in the welfare of the society to which one belongs, loyalty to ideas of civic righteousness, practical knowledge of social agencies and institutions, good judgment as to means and methods that will promote our social end without defeating others, and as putting all these into effect, habits of cordial co-operation in social undertakings. Civic education should consider other nations also. Our pupils should learn that each nation, at least potentially, has something of worth to contribute to civilization and that humanity would be incomplete without that contribution.

3. *Vocational fitness*:—Since the happiness and prosperity of the individual, as well as our national wealth and greatness, depend upon the vocational efficiency of our citizens, it is important, if not imperative, that our high schools relate their subject matter and instruction, at least in a general way to the training of our youth in qualities fitting them for a good beginning in vocational life and potentially for a good vocational career. This idea demands that

the pupil explores his own capacities and aptitudes, and selects his vocation wisely. Hence an effective programme of vocational guidance in the secondary school is essential.

When high schools are to be started in rural areas, it is very essential that the progress should be related to the life needs of the community with due provision for similar but advanced studies in colleges. When I visited rural High Schools in America, I was very happy to find the girls engaged in sewing, cooking and dress-making and such other activities and the boys engaged in agricultural, horticultural, poultry-rearing, hog-raising, animal husbandry, carpentry and such other work.

4. *Worthy Home Membership*:—This is especially important for our girls. Of most girls in the high school we can say with assurance that in due time they will find their destiny as the makers of the home and have as their primary problem in life the expenditure of the modest family income so as to secure the most and best of comfort, health, and happiness for their homes and their families. This objective, we must remember, applies to both boys and girls. The social studies should deal with the home as a fundamental social institution and clarify its relation to the wider interests outside.

5. *The best use and enjoyment of the Leisure of life*:—The school has so far given little conscious attention to this objective It has so exclusively sought intellectual discipline that it has seldom treated literature, out of music so as to evoke right emotional response and produce positive enjoyment. The school should, therefore, see that adequate recreation is provided both within the school and outside of it.

6. *Inculcation in our youth of the finest ethical conceptions and principles*. The wise selection of content and methods of *instruction in all subjects of study*, the social contacts of pupils with one another and with their teachers, the opportunities offered by the organization and administration of the school for the development on the part of pupils not only of the sense of personal responsibility and initiative, but above all, the spirit of service and the principles of true democracy that should permeate the entire school—the head-master, teachers and pupils—are some of the essential means of developing healthy character.

7. *Command of Fundamental Processes*:—Much of the energy of the elementary school is properly devoted to teaching certain fundamental processes, such as reading, writing, arithmetic computations, and the elements of oral and written expression. But this is not sufficient for the needs of modern life. Proficiency in many of these processes may be increased more *effectively by their application to new* material in the secondary stage.

We can so select and use subject matter, so approach the problems of organization and administration as to satisfy these rightful objectives of secondary education, that we can be confident of preparing and sending forth from our high schools well-defined products, both boys and girls.

As the medium of instruction in secondary schools is a problem that is at present engaging the attention of the educationists all over the country, I beg to submit that possibilities of adopting Hindi instead of local vernaculars as the medium of instruction should be explored by an all India Commission of distinguished educationists, psychologists, economists, sociologists and statesmen with a view to secure the greatest efficiency and economy of time and money in the speedy unification of the country, communal, social, religious geographic and linguistic.

GOD'S GREATEST GIFT: OUR DUTY

BY

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The child is undoubtedly God's Greatest Gift. Poets and philosophers have sung the praises of the child. Very suggestive are the descriptions of the growth of the child that we have in our folk-lore. Here is the common description by a grand-mother.

மூன்றாம்மாதம் முகம்பார்க்கும்;
நான்காம் மாதம் நகரும்;
ஐந்தாம் மாதம் குப்புறப்படுக்கும்;
ஆறாம்மாதம் நீந்தும்;
ஏழாம்மாதம் தவழ்ந்து இருக்கும்;
எட்டாம்மாதம் எட்டடிவைக்கும்;
ஒன்பதாம்மாதம் ஊரெல்லாம் ஓடும்;
பத்தாம் மாதம் பல்முளைக்கும்.

Let us turn to the poet's description. (Story of Desing).

பாலன் பிறந்த மூன்றாம் மாதம்
பதைத்துவிழுந்தானும்
குழந்தை பிறந்த ஏழாம் மாதம்
குலுங்கி விழுந்தானும்
தொட்டிலைவிட்டுக் கீழே இறங்கி
துள்ளி விழுந்தானும்
தங்கத்தொட்டிலை யெட்டியுதைத்துத்
தரையில் விழுந்தானும்
பத்தாமாதம் தவழ்ந்து நடந்தான்
பலரு மறியவேதான்
அன்னம் புசிக்க ஆடையுடுக்க
அப்பவே தானறிவான்.

NEED FOR THE STUDY OF CHILD GROWTH AND DEVELOPMENT.

It is always said that the schoolmaster should care for the harmonious development of the body and the mind of the child. If we observe the growth of the child we could see how the bodily growth proceeds side by side with the corresponding mental growth of the child. The muscular and bodily movements which are sometimes regarded as mischievous tendencies, are natural for the child and indispensable for its growth. I give below some observations on the growth activities of the child from its infancy to the 5th year.

UP TO THREE MONTHS.

Requires warmth and constant feeding; sees light; takes hold of the clothes over its body or spread over the bedding; wakes up early in the morning; looks at faces; recognises its mother; enjoys soft touch with a brush.

FOURTH MONTH.

Takes the fingers and anything that it may take hold of to the mouth; looks back at any one standing behind; laughs at mother and familiar faces.

FIFTH MONTH.

Lies on its face; makes sounds jl, p, m, gl, gl; Sees bright things; attempts to swim; pulls the legs.

SIXTH AND SEVENTH MONTHS.

Holds a rattle, shakes it to make noise and enjoys; wants to catch coloured hangings seen over the cradle; keeps fingers closed; opens and closes them at times; joins two hands; can see things even at a distance; catches hold of anything on the way as support in attempting to crawl; gets the thumb close to the mouth; says some more sounds ppd, mmd; enjoys splashing in water; likes to have a doll; crawls when made to sit down, tries to put up his head erect; when carried in arms feels the eyes, ears, nose, and mouth of the parents.

EIGHTH AND NINTH MONTHS.

While lying on the face turns back and sees people; animals like cat and dog begin to attract the child; can sit and have two little toys one in each hand; can hold the vessel with the nozzle (கெண்டி) and drink; tries to cross the door-way; tries to jump when made to stand and enjoys the jumpings; has interest in little plays and repeats the same, (e.g.). If we close our eyes and say:—"இட்டாச்சு" the child opens our eyes and takes pleasure in repeating it.

TENTH MONTH.

Takes hold of the chains of the cradle and keeps standing; wants to play with companions; takes pleasure in throwing down a toy as immediately as it is given to him; teething takes place; shows a tendency to bite things; sits correctly; licks sand; walks on all fours: laughs heartily at something exciting; raises hands as if calling and repeats the same; very cleverly uses the thumb and the fore finger in picking up any small stone or eatable or rice from the ground; responds to familiar persons when being called by them.

ELEVENTH MONTH.

Stands by himself and sits down when tired; opens and closes the door in sitting position, repeats it; shows signs of fear especially when he gets up a raised place and feels unable to come down; walks by holding the wall; walks a few paces with the help of the hand-cart; clearly says words like father, mother and brother; fears certain things.

TWELFTH MONTH.

Looks at the moon and when pointed to it, gazes at it intensely; teething continues; calls the dog; walks round the pillar a number of times.

The grandmother's verse describing the growth of the child seems to be a fairly accurate picture.

YEARS 1 TO 2.

Says words like மாமா; பாபா. தாதா etc.; feels his strength in getting down from a low pial; likes to come out and play; drags toy carts; gathers things; is attracted by bright things and flowers; walks, carrying something in his hand; runs after crows; wonders repeats the question "Do you see?"; recognises things and situation, (e.g.,) the biscuit tin, father going out in a different dress; imitates sounds of cat, dog, railway train; imitates kicking the ball; is afraid of insects; throws the blame upon others in self-defence; goes up the steps; knows the use of things; imitates combing with the comb, sweeping with the broom, and writing with a pencil; builds with bricks; informs mother, when father returns home from his work; sounds such as:—வாவா. தாதா. தோதோ scribbles with chalk, charcoal and pencil; could answer when called by his name; knows the parts of his body and shows the parts when asked to do so.

YEARS 2 TO 3.

Develops the power of speech wonderfully. (This is a period when the child's vocabulary can be counted. I have in a previous issue given the vocabulary of a child aged 2 years and 2 months); recognises pictures; takes pleasure in repeating a very short and interesting story; can do the commands, such as stand, sit, run, bring, go; says three for any quantity; always put the question "what is it"; says 1, 2, 3 in an irregular way; likes dolls, toys and pictures; can say, small, big, portion or half; wants to dress himself; scribbles with pencil; can execute a command; wants to be cleanly dressed; shows repulsiveness when setting his foot on mud or dirt on the road; says, "say, this way and not the other way"; remembers some striking things connected with festivals, feasts, journeys; takes interest in looking at pictures; counts at random, (not yet definite).

YEARS 3 TO 4.

Loves to hear short stories; language of the child grows; takes part in small plays; builds with toys, can use the "Insets"; gathers things; knows the uses of some things; draws circles and lines; repeats short nursery rhymes; takes picture books; always put the question, "why?"; learns the colours.

GIFTS AND TOYS.

As the child grows in age and picks up knowledge of the surroundings through its senses, the parents present some gifts or toys to the child and develop the power of his senses. For example a rattle is quite a useful and educative toy at that particular period of infancy. It is very light and the child can hold and shake it and enjoy the sound. People of all nations know the use of this simple toy to the child. Are we not quite familiar with the rattle made of palmyra leaf? As the child grows in age he is given a coloured rattle. When he is able to look at things, some coloured hangings are hung over his cradle. The subject of toys is an important problem for the parent and the teacher. We know of very attractive toys coming from England, Japan and Germany. Teachers should realise the need for educative toys and materials for children. Objects which interest the child vary with age. We could summarise the same here

AGE IN YEARS.

0 to 1: Coloured hangings, rattle, dolls.
1 to 2: Push cart, ball, pressing toys, animal toys, moving toys.
2 to 3: Picture blocks, wooden toys, engines. whistles, drum, band.
3 to 4: Picture puzzles, insets, picture books, blocks, spinning tops wheeled toys, spring toys, etc

In our household we use toys made of palmyra leaf, clay, wood, brass, cloth, etc. Some ladies make toys for their children. Toys which are made of celluloid, rubber, paper, wood, tin, soft hair, cloth and skin will appeal to the child more strongly if they are attractively coloured.

NEED FOR ENTERPRISE IN TOY-MAKING.

I consider that even from the educational point of view there is great need for enterprise in toy-making. Cheap materials, waste materials and indigenous stuff must be converted into attractive toys. These must be exhibited in Baby shows and other educational exhibitions. Young and educated persons who are interested in child Education must undertake an educational tour for studying the science and art of making childrens' toys. By proper advertisement and propaganda their enterprise will be made known to teachers and parents who will appreciate and encourage their humble and praiseworthy efforts.

EDUCATIVE TOYS.

Froebel, the parent-teacher, affectionately termed his educative materials as Gifts. They are very valuable in child training and child education. These toys can be made in our country. They should be designed to stimulate the self-activity of the child. Dr. Montessori, the Doctor-teacher with her scientific mood, termed her apparatus as Didactive Materials. Here each set of apparatus is calculated to serve the one purpose of training a particular sense for which it has been designed and it is self-corrective. The materials do not afford opportunity for the child's spirit of creation and construction and the cost of the same is rather prohibitive. But it is open to teachers and parents to adapt some of her materials, such as insets, to household requirements. A study of these toys and educative materials should set us thinking about devising new and varied materials in child education and child training.

TESTS IN CHILDHOOD.

'One may exclaim, 'what! Are there examiners and examinations even in the realm of childhood?" Yes, there are. The baby in the cradle does not escape the eye of the "New Examiner". If the test is to be of any use it is certainly valuable to the parent and the teacher. Many are familiar with the Baby shows. The children are grouped according to their ages. The judges look to the cleanliness, health and weight of each child. They also see whether there is any discharge from the ears or nose. They see whether it is lean or flabby and take into consideration the care of the parent and nourishment of the child. These tests relate only to the physical growth of the child.

The psychologist, otherwise known as the New Examiner, tests the child to see whether the child has grown intellectually in proportion to his bodily growth. We must remember that, along with the growth of body, mind also grows. Some references have already been made in this article with regard to the growth of mind in the description of the child's growth. The description indicates the normal development though there may be occasional differences.

EXAMPLES OF TESTS.

1ST MONTH.

Is the child able to catch hold of a thing (normal tendency to catch hold of clothings).

6 MONTHS.

Does he sit without support? Does he recognise familiar faces?

ONE YEAR

Can he imitate making noises with things. Beating a drum, shaking a rattle.

1 YEAR TO 2 YEARS.

Building with match boxes and blocks.

2 TO 3 YEARS.

Can he recognise size and form of things?

Can he differentiate between large or small.

Can he readily recognise some familiar things?

His power of speech is also tested.

In this connection an article in the May issue of the New Era entitled (Mental tests of young children by Harrold Ellis Jones is worth reading.)

4 TO 5 YEARS.

In the Binet Simon Test (Stanford-Revision) the following tests are indicated.

1 Pointing to the parts of the body; 2. The naming of familiar objects; 3. The naming of objects in pictures; 4. Giving the name of his father; 5. Giving sex; 6. Repeating some words and digits.

Minute observations and experiments have revealed very many interesting things regarding childhood. These tests remind me how elderly women associate the age of the child with particular activities of the child. In their talks statements such as these are commonly made; "the child is just looking at the face, the child walks on all fours; though the child is one year old it has not begun to walk" and so on. Hence from careful observation we can say that the above tests are quite appropriate in determining the growth of normal children.

NEED FOR CHILD STUDY.

1. *The religious significance.* Every religion has something to say with regard to the sanctity and wonderful qualities of children. We always say with reverence "The child is God". It is equally sacred therefore to study, train and educate the child on right lines so that in course of time he will rightly fulfil what is expected of him. He will be the shining light of the family and the guiding star of his parents. I consider that everyone of us interested in children's welfare, ought to contribute something towards the establishment

of nurseries. Such of those who undertake long pilgrimages seeking the God's Greatest Gift, ought to be approached to endow something towards nurseries. I am sure that their prayers will be amply rewarded. To a teacher of children, I do not believe that there is anything more sacred than working towards the fulfillment of this object.

2. *Problem for Scholars, Doctors, Teachers and Parents.*—As a parent Froebel thought of the necessity for founding Kindergartens. Madam Montessori from her experience as a Doctor took to the sacred task of training and educating children. Scholars on education are also contributing their best towards the solution of this sacred problem. It is time for us to unite and work for the intellectual and physical welfare of the children of our motherland. Experimental phychologists who are dealing with the mind of the child will have to give us practical suggestions on the bringing up of the child.

3. *An ideal home.*—Tradition, environment and opportunities do exercise a great influence on the training of children. But still, though not possessing a scientific training, we could do much in inculcating in the child some good habits. An ideal home is the best nursery. The following are some points worthy of consideration.

1. Give the child freedom of movement and freedom of expression.
2. Do not take notice of the child when slightly hurt.
3. Always speak good things in front of the child.
4. Let our language be decent.
5. Do not create undue fear of strangers.
6. Take the child out as often as possible and let him have a peep into nature.
7. Create the best possible surroundings for his proper growth and provide opportunities for his self-expression Cleanliness, orderliness, simplicity and piety should be characteristic of the household business.
8. Without in any way aiming at curbing his development give room for the child to blossom as a flower in a garden.
9. Take interest in the child's plays and occupations and take part in them and when needed guide him correctly.
10. Love thyself, Love thy neighbour, Love children and God will love you.

4. *Baby shows:*—In this connection I have to refer to the annual "Baby Shows". It is indeed very good to have such a show and invite mothers thereto. Generally leaflets are distributed as to how women should take care of themselves during the period of pregnancy and confinement and how the baby should be fed and looked after during the period of infancy. I desire that the scope of the show should be extended a little. It is equally necessary to point out to mothers how the children should be trained. There should be an exhibition of various kinds of children's toys and educative materials, indigenous and foreign. Leaflets should be distributed on the proper training and education of children. Teachers, Doctors, Parents and research scholars who have given their best in the working of Kindergarten, Nurseries, and Infant schools ought to be invited to speak to the mothers.

A problem for the infant teachers and students of child-study. Teachers of infants ought to bestow more care on the study of children under them. They can study their children on some specific lines to start with. During the course of study other problems will easily suggest themselves and in the choice of methods they may adopt, they should have due regard to the following.

1. *Child's History.*—Age, father's occupation, sisters and brothers, their ages, home surrounding and health conditions.

2. *School activities.*—Is he playful, active, social responsive, friendly, etc.

Does he own mistakes or throw the blame on others?

What things does he collect and preserve?

How does he use them?

3. *Power of Speech.*—Measure the extent of vocabulary under the heads, name words, action words, describing words, animals, plants, vegetables, nature.

What does he talk about? (Household activities, local activity, relations, festivals, etc.).

4. *Memory power.* Does he remember a story? Can he repeat a nursery rhyme. Does he remember the menu of his morning meal.

5. *Previous attainments.*

Can he say the Alphabet?

Can he say the numbers?

Can he name the days of the week. What else has he been taught at home?

6. *Other characteristics.*

Does he recognise the colours?

Can he recognise big, small, hard, soft, long, short, thick, thin, etc.

It would be found necessary to get into touch with the child's parents in getting the information under the several heads. Answers will be forthcoming only when we get into their confidence. This is a matter worth taking up and being pursued by teachers under training. They will really make a study of the child and learn many interesting things from the child. Such a student or teacher must be one who could peep into the realm of child-life, who could think back upon his own child-life and who could take active part in child's plays and win its heart by gentle and affectionate talks. He must be able to see something good and noble in each child and make friend with child's parents. Above all he must be sincere and serious in the work he has taken up by learning, doing and thinking, about it. I cannot but conclude this subject without reminding the readers about my oft quoted motto.

"COME LET US LIVE *WITH*
AND *FOR* OUR CHILDREN"

THE TEACHING OF READING IN THE INFANT CLASS

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Words have a fascination for small children, they will repeat them with much happiness whether they understand their meaning or not. Rhyming-words like:—

'பட்டு, கட்டு, தட்டு, எட்டு, பத்து, கத்து, சுத்து, முத்து' etc. Action-words like:—

ஆடு, பாடு, ஓடு, பிடி, கடி, அடி, முடி, காட்டு, பூட்டு, ஓட்டு etc., Nonsense-words like:—

பட பட, டபடப, பட்பட், டப்டப், மளமள, சளசள, லொட்லொட், தடதட, கடகட,

etc, Story-words, occurring in a small story told; Nursery-words occurring in nursery rhymes; Associated-words like:—

மேஜை, நாற்காலி, பூட்டு, சாவி, பலகை, பலப்பம் அப்பா, அம்மா தாதா பாட்டி, etc, appeal to children at all times. Nonsense-words can otherwise be called Leading-words, for in the nonsense-rhymes like:—

எந்தஊர்? மயிலாப்பூர். என்னமயில்? காட்டுமயில்; என்ன காடு? ஆறுகாடு

and so on one word leads to the other enriching the children's vocabulary. They like such sets of words so much that they even want to get them by heart and repeat with gusto. And so the love of words is a very real and genuine one, and this love is very helpful to us who try to teach reading.

The teacher says:—

'ரயில் கூ! கூ! என்று புகை விடுகிறது'; பையன் தபதப என்று ஓடுகிறான்'; நாய் ளொள் ளொள் என்று குலைக்கிறது' 'பூனை' மியாமியா என்று கத்துகிறது'; காக்காய் காகா என்று கத்துகிறது.

and so on. The little faces reflect the glee upon the teacher's face and the little lips repeat:— குப்குப், தபதப, ளொள் ளொள் etc. These groups of words become their new friends at once and the process goes on.

LABELLING DEVICE.

Write on cards the names:—படம், கதவு; ஜன்னல், மேஜை நாற்காலி, பெஞ்சி, கரும்பலகை, and such other familiar words and hang them on the objects to which they refer. Of course, one can continually add new names as the children become accustomed to the old ones, and can also add longer names, such as:—

'கதவைமூடு', 'ஜன்னலைமூடு', 'நாற்காலியில் உட்கார்' 'மேஜையின் மேல் வை' and so on.

After a time, when these names are fairly known, the cards should be removed. They will form the basis of quite an interesting game when individual work is taken up, for the packet containing the cards can be given to a child, who goes and places them where he thinks they should hang. Any mistake will soon be pointed out by his friends, and there is always plenty of competition for this piece of apparatus. Naturally, the number of objects thus known will gradually increase until the number of cards may be sufficient for several children to use. Even after they have all been used by the brighter children, the duller section of the class will still feel the need for them.

In this way not only reading but spelling (எழுத்துக் கூட்டுதல்) will be taught incidentally, for, after the children have used words in this way, they will take delight in writing them from memory, and showing the slates to the teacher. In the same way, the children learn to recognise each other's names from seeing them printed on cardboards, or on the black-board. In one free period I was very much interested in the work of one little boy by name R. Subramanian who laboriously copied from the black-board the names of all the other children in the class. When questioned he told me that he wanted to show the slate to his father. This shows his intense interest in reading and writing the names of his class-mates.

DRAWINGS OR MODELS.

There are many other ways in which similar labels may be used to aid the progress of the children in reading. In case a model is used for illustrating a story, it may spoil the artistic effect to put labels upon it, but it certainly does not spoil it in the eyes of the infants, who enjoy 'reading':—

"இது மரம்", "இது நரி", "இது காகம்", "இது வடை", 'இது மூக்கு"

and so on. In case drawings are used to illustrate the story, we can 'deface' the drawings by having labels printed upon them at the end of the lesson.

A further development of the same idea is seen in many pieces of apparatus for individual work. For instance, one may collect tiny toys and provide a card containing the name of each. The game is to place the correct card beside each object. The same may be done with pictures. At first the pictures will be pasted upon a card with the name beneath, then the names alone will be written on separate cards, and the game will be to arrange them correctly in pairs. This can be extended indefinitely to colours, to names of vegetables, to numbers, to actions, etc.

All this early work proceeds very slowly. One has little to show for one's labour, but the foundations are being laid and the children are learning much more than mere reading. They are learning to speak, to pronounce words fairly correctly, to give the usual names of common objects, many of which were unfamiliar to them in their poor homes. Thus, there is training in vocabulary as well as in reading, and it is plain that the two can proceed side by side to their mutual benefit without putting any strain upon the child. One might even contend that there has been no formal teaching of reading whatever as yet, and hence that all this work can be done by children under five. Better it is done by all new entrants, even though they are over five, unless they have come from unusually good homes.

LETTERS OF THE TAMIL ALPHABET.

By means of stories, rhymes, and pictures we can make our children desire to learn to read, and as soon as that desire is shown, they will tackle the sounds of the letters without any trouble. Many teachers of infants prefer at this stage to teach the sounds of the letters like:—

அ, ஆ, இ, ஈ, without the nasal sound:—ன்னா. added to each sound like:—

அஆனா; ஆவன்னா; கேயன்னா, கௌவன்னா;

and so on. Not only the precious time is wasted in this method but there is so much of confusion while spelling the words. On the other hand, there are parents who often show a disposition to help their kiddies at home, and they generally resort to the nasal method and many of them even insist upon the children pronouncing the letters according to their method in a sing-song-tone. As a result of this the children

get thoroughly confused. To avoid this double-method, the parents are requested to consult the class teacher whenever it is convenient for them to do so. This will aid the progress of the child both at home and in school in so many ways. At the same time it is the duty of the sincere teacher to meet the parent of each and every child that comes under his care somehow and secure their co-operation in bringing up the child mentally, morally, and physically.

There are many ways of creating interest in reading and writing, but if the children love their stories, or pictures, they will surely enjoy the words and the letters that make up the words without much teaching by the teacher.

Use of coloured chalks is preferable to ordinary white chalk. All the 247 letters of the Tamil alphabet written in colours on a big sized cardboard or on the blackboard and kept in a conspicuous place of the classroom will attract the children's attention. Then a series of cards for individual work should be made. On each of these, some object is drawn or some picture pasted. Then these are placed in series in packets together with the corresponding initial letters. For example there is the picture of a squirrel: அணில்
The initial letter is:— அ
another picture of a sheep:— ஆடு
The initial letter is:— ஆ
These the children will have to point out on the carboard or on the Black-Board, and then write boldly on the floor pronouncing them distinctly.

This study of letters should occupy a few minutes every day so that, the sounds may become very familiar to all the children. That is why the individual apparatus is so useful; each child can practise and practise and practise again at his own speed without being worried as to whether he knows the letters or not.

But this work should not absorb the whole of the reading lessons, for stories and phrases, rhymes and words, will still be taken. A very few minutes drilling in reading the letters every day is sufficient.

WORD-BUILDING-GAMES.

Side by side with reading some games also might be played. Let us call them by the name "Word-building-games". Write on a number of post cards (old post cards with the written matter being covered with white paper) not less than a dozen words-familiar and small, Ex:—

படம், மரம், பழம், கடல், கப்பல், மணல், கல்,பல், வாய், விரல், பங்கு, அப்பா, அம்மா

and so on. Write the letters forming these words on separate pieces of cardboard tablets and put them in an envelope along with the post-card. Give one set to each child and guide him to frame the words. The children will certainly enjoy this game, and will often ask to be allowed to copy them with their chalks after this arrangement is completed. There is another kind of pastime. Easy rhymes and action songs are taught to the Infants to improve their vocabulary and they get the lines by heart. When they have gained some experience in building up short words they (at least the older children) can be introduced to the game of framing rhymes. Here each rhyme or set of verses, as it is learnt, is printed on a card, cut into pieces, and the pieces are placed in an envelope with the title on the outside. Suppose this is the song:—

உல்லாஸ வழிநடை

தம்பி எங்கே போனாய்? ஊருக்குப்போனேன்.

எந்த ஊர் ?	மயிலாப்பூர்.
என்ன மயில் ?	காட்டு மயில்.
என்ன காடு ?	ஆறுகாடு.
என்ன ஆறு ?	பாலாறு
என்ன பால் ?	கள்ளிப்பால்.
என்ன கள்ளி ?	இலைக்கள்ளி.
என்ன இலை ?	வாழை இலை.
என்ன வாழை ?	கற்பூரவாழை.
என்ன கற்பூரம் ?	ரசகற்பூரம்.

என்ன ரஸம்?	மிளகுரஸம்.
என்ன மிளகு?	வால் மிளகு.
என்ன வால்?	நாய் வால்.
என்ன நாய்?	மரநாய்.
என்ன மரம்?	பலாமரம்.
என்ன பலா?	வேர்ப்பலா.
என்ன வேர்?	வெட்டுவேர்.
என்ன வெட்டு?	பனைவெட்டு.
என்ன பனை?	தாளிப்பனை.
என்ன தாளி?	விருந்தாளி.
என்ன விருந்து?	மணவிருந்து.
என்ன மணம்?	பூமணம்.
என்ன பூ?	ரோஜாப்பூ.
என்ன ரோஜா?	ராஜாமல் ரோஜா.
என்ன ராஜா?	ஜார்ஜ் ராஜா.

On a sheet of thick paper this song is written neatly and put in the same envelope where there are tablets each containing a line of the song. As the child knows the song by heart, he has to read the words and arrange them correctly, and then read the song as a whole from these words. If he likes he can also write the same. This exercise is more difficult than it sounds, and it is quite as fascinating as any puzzle.

COMMAND GAME.

This is another pastime for the children. Commands varying in difficulty like:—

"எழுந்து நில்"; "இங்கே வா"; "வெளியே போ"; "ஜன்னலை மூடு"; "தண்ணீர்க்கொண்டு வா"; "பலகையைத்துடை"; "பலப்பம் கொடு"; "காகிதத்துண்டுகளைப் பொருக்கு"; "கூடையில் போடு"; "அவனைக் கூப்பிடு"; 'மேஜையைத் துடை"

etc., might be written on B,B, and the children's attention drawn to them. This learning to obey written instructions cannot be begun too early nor carried up the school to too late a stage for we all have to learn to follow written commands. Of course, the method of dealing with them, and the use made of these commands will vary as the children grow older. As a preliminary, or by way of occasional exercises, the writing of commands upon the blackboard is valuable, but then it only affords real practice for the brighter children and the duller ones just follow their lead.

Similar commands of different types, might quite well be printed upon cards for use in the individual work periods. By means of such easily-made apparatus as this, each child can do a fair amount of reading himself and can supplement the teacher's efforts to his own advantage. The brighter children in particular will benefit considerably, for they have to learn much which the overburdened teacher of a huge class can scarcely teach them without depriving their, less-gifted neighbours.

It is rather surprising to find how very quickly most children learn the sounds of some of the letters and how slowly others are known. There is no need to drill incessantly at these sounds, though regular practice twice a week is very valuable. It is usual to combine these letters, in the early stages, to form simple words. For instance, many words starting with the sound:— அ like:— அம்மா, அப்பா, அக்கா அண்ணன், அத்தை are generally readily learnt as these terms are in daily use in all the houses.

At the same time, there will be certain other words like:—

"பெரிய", "சிறிய" "ராஜா"; "ராணி", பட்டணம் "பிள்ளை", "பெண்"

etc., and the child will become familiar with these by seeing them repeated in his stories sometimes associated with pictures. Undoubtedly the senior children will read these words when once they are written on Black-Board with the least help from the teachers.

VALUE OF REPETITION.

Constant repetition is necessary at each stage of the work, for little children forget very quickly indeed. It is well on this account, to keep a record of all the words the infants are expected to know, both those learnt in the word-building periods and those taught during the Nature-study

and story periods. When revision is needed there will then be no danger of missing important words. The children also seem to learn better if they are allowed to copy the words, and they should be encouraged to choose the words themselves. If they draw a rough sketch beside each word the teacher can see at a glance if they have read it correctly. Afterwards they will write these same words from memory in free periods or in their houses.

These lists of words can of course, be kept in an exercise book, and will be added to, daily or each week. The list might quite well accompany the class as it is promoted, so that the new teacher has a basis for his or her work, and he or she will know which spelling mistakes like using:—

ண for ந; ற for ர; ல for ள; ச for ஸ; on and vice versa in composition, for instance, are quite unjustifiable. If this is not done, many words may be mis-spelt in a slovenly way for want of little firmness.

VALUE OF METHOD.

Leaving further discussions on this subject for the next number of this journal we shall conclude here by saying that after all, our first and foremost duty to small children is not to teach them everything but simply to guide them patiently to play certain games in an orderly manner and to learn something through the same. The most valuable result of the methods advocated here is that the children become so interested that they continue the methods at home, and often teach themselves along the same lines, using picture books, papers, even advertisements.

We cannot possibly give each of those thirty-five or forty children all the teaching that is necessary, but we can at least show them the way to help themselves and in so doing we shall have done greater things than merely teaching them to read.

GLEANINGS.

BEELBANGERA SCHOOL GARDEN.

(J. T. Dutton.)

School gardening is often looked upon as a class of study and work quite apart from the internal work of the schoolroom; it is too often deemed to be a separate subject, and for that reason the incalculable influence that this phase of school work has on the building up of character, in giving that "final touch" to the tone of the school, and its aid in teaching the other subjects in the curriculum, is often lost sight of.

In all gardening pursuits, the child if carefully directed on the right lines, is assimilating a knowledge and love of Nature, and so bringing himself closer to his Creator. And the more we can bring him to a realization of his wonderful work and to a love of the beautiful the healthier and more beautiful will be his thoughts.

Where a garden is well planned (and no garden should be commenced without first being planned), where cleanliness and order are practised assiduously, the routine becomes a habit with the child, and is carried quite unconsciously by him to his work in the school room. There, neatness and orderly arrangement of work should prevail.

At Beelbangera school, in the Murrumbidgee Irrigation area, gardening operations occupy a prominent place in the school work. It is found unnecessary to set apart periods for the carrying out of this work. Where interest is a predominant feature, and where some system is in operation whereby the responsibility for the maintenance of the gardens in good order and condition is passed on to the children, set periods for tidying up, weeding, etc., are eliminated. In many country schools gardening has to be suspended during the summer months on account of lack of water and the scarcity of rainfall, but here, fortunately, an irrigation channel brings the water to the door From this channel it flows in shallow furrows to where it is needed The watering season commences late in September or early in October and proceeds throughout the summer months till April. During the Christmas vacation volunteers from among the boys see that this necessary work is performed.

The work done at the school comprises tree and shrub planting, flower and vegetable gardening, and the cultivation of experimental plots. The beautification of the school grounds has ever been kept in view. Trees, such as sugar gums, kurrajongs, wattles, planes and silky oaks have been planted around the school boundary, the taller trees forming the background. Inside, flowering shrubs interspersed with varieties of conifers have been planted to a geometrical design, leaving the front aspect comparatively open.

The flower gardens occupy the front of the building, and are so designed as to give balance to the effect. Enclosing the gardens and school building, on three sides, is a well-grown *privet* hedge. The gardens are worked on the common plot system, but a few individual plots are provided, in order to give the older and more experienced pupils opportunities for more or less independent work in the arrangement and management of their gardens. Flowers are planted in mass effect. Snapdragons, iceland poppies, Zinnias, Phlox, stocks, marigolds, freesias, daffodils, candytuft, and lupins, among others, have made wonderful shows throughout the year.

The vegetable section occupies an area at some distance from the flower gardens. Each boy has his own plot, chooses his own seeds, with advice from the teacher, and disposes of the products to the best advantage. He is obliged to keep a strict record of the work done and its results, and a receipt and expenditure account. Beetroot, radishes, carrots, lettuce, onions, turnips, peas, cabbages, and parsnips, have all grown well.

With the field experimental plots, as with vegetables, the boys are chiefly concerned. Under various conditions of manuring, experiments have been made with eight varieties of Maize and oats. Broom millet, sorghum of saccarine and non-saccarine varieties, cotton, and barley have been grown successfully. The harvested products are displayed at the Griffith Show in the District Exhibit. The boys make a collection of field grains which are placed in glass cases, specially made for the purpose and presented to the school. In this work the P. and C. Association is a very interested body, and, besides doing whatever ploughing is necessary, provides the required seeds and manures.

Seeds and plants from all sections are distributed among the pupils for their home plots. Competition is very keen to bring to the school the first result of the seeds or plants thus taken. By this means the influence of the school garden is carried to the home and the district.

For stimulating and maintaining interest in this subject a number of experiments have been carried out. These consisted mainly of seed germination under various conditions to demonstrate the necessity of plant food, e.g., in sand, in water and in common garden soil. Treatment of clay soil with lime and measurement of the soakage of water in silt and clay have been demonstrated. A point to be remembered here is that all experiments being carried out must be placed where the children can exercise absolutely free observation.

A fine collection of insects caught in the gardens occupies a place in the garden museum. A plan of the trees, shrubs, and gardens makes a permanent record for the school.

Correlation with other subjects arises naturally in the course of the work. Practice in measurement is often occurring; areas of plots, amounts of manure required, yields per acre, and other mathematical problems naturally arise. It is hardly necessary to elaborate the various phases of Nature Study that are drawn from these gardens. Both in plant and insect life topics abound. Geometrical drawing is based on the garden-plants. Set-square, ruler, and compass work, together with drawing to scale, is here catered for. Children devise some very good plans themselves. Objects for art work eg., stems, leaves, roots, blooms, fruit, and insects, are always on hand. The recording of observations, of the operations carried out and the results achieved, gives a training in exact expression, while numerous topics for class compositions present themselves.

* * * *

(From "The Education Gazette" published in February '32. P P. 27.)

PUBLIC SCHOOL EDUCATION.

By

The Headmaster of Eton.

Discussing educational aims, he considered the question whether one should begin with "everything about something" or "something about every thing". These, he said, were two quite different methods. They attached far too much importance to the amount people knew. He thought they must let people follow their own taste a good deal more in their education. He was speaking now rather of the public school. They tried too much to force everybody along the same road. In his profession certainly, they tried to teach everybody in the same way as if they were all going to be scholars, whereas 70, 80, or 90 per cent were not going to be. They had given them the same sort of education and the same number of subjects and he did not think it was fair. One had, as early as one could, to find what people liked and let them follow their own taste. Everybody must be taught to be accurate—a very difficult thing. They tried to teach people to be accurate in a great many different ways. The accuracy about which he knew most, in the use of words and of a scholar was one thing and that of mathematician was another. They were both quite good, but he was prepared to believe that the accuracy of a carpenter was just as good if you really knew.

(From the "Times Education Supplement, Feb., 6th '32).

* * * *

AN OPPORTUNITY IN INDIA.

An interesting experiment in agricultural education and training is now being undertaken in India by Capt. J. W. Petavel, at Kamshet, near Poona. An area of 500 acres of suitable land, close to the Railway line between Poona and Bombay, in a good climate and provided with facilities for the development of irrigation has been secured for trying out a novel method of preparing the sons of the Indian *intelligentsia* for a career on the land. The project received active support of the late Sir, Aushuntosh Mukerji, Vice-chancellor of the University of Calcutta. The idea underlying the scheme is the creation of an educational training colony in which practical work in Agriculture can be combined with ordinary schooling. The boys will be prepared for the usual examinations but will take part in the growing of crops and in the care of animals. This will be possible by reducing the time devoted to study by two hours daily, so as to make room for three hours' productive work in the fields. An effort is being made to collect the best boys possible and not to confine recruitment to any particular class. It is hoped, in this way, to attract to the land a number of youths who otherwise would merely increase the number of unemployed University graduates, now, such an acute problem in India. So far, all efforts in this direction which have been made in the past have failed. Great changes in the outlook of educated India are, however, now taking place. The dislike of manual work which, a quarter of a century ago, used to be such a marked characteristic of the castes is rapidly disappearing. There is at the moment nothing impossible in the idea of utilising large numbers of the new generation for the developement of agriculture—India's greatest industry. All that is needed are successful experiments followed in due course by effective publicity.

(From "Nature" February, 6th 1932.)

* * * *

HINTS AND COMMENTS ON THE S. S. L. C. (A GROUP) SYLLABUS.

III

In the previous two papers it has been shown how in the IVth and Vth forms the Regional Geography of the World should be gone through concretely, at the same time inducing the main principles of Geography. The syllabus for Form VI gathers up the chief principles thus learnt in the previous years, and presents them together in a single conspectus .

Unfortunately it has been the practice in Old Geography, as in Old Grammar for example, to start with a study of principles and then proceed deductively to their application in the case of particular countries and continents. We now know, however, that this method is psychologically unsound and against all the doctrines of modern pedagogy and that the right method is to start with concrete particulars and then proceed to inductive generalisations or principles. The VIth form portion of the syllabus has been drafted in accordance with this modern theory.

This syllabus falls into two parts, the first one dealing with the main principles of Climatology, and the second with a generalised treatment of the Regional Geography of the World, both being treated on a world basis. In either case it is a matter of posting up the ledger, utilising the facts and principles already learnt in the previous years, and is therefore practically revision work. Again, it is work for two terms only, as will be shown below, leaving the third terms free for general revision.

The first part of the syllabus, which consists of climatic studies, is a sort of a nucleus of Physical Geography, the whole of which is reserved for C-Group Geography. The topics included here are fundamental, and form absolutely the minimum essential; and it may be repeated that none of them constitute new matter. On the other hand, what has already been learnt from the first form upwards has been put together. The method of studying this part is of course with the help of appliances and diagrams in the case of 'the earth and its movements', and by means of studies of systematic maps of the world in the case of the remaining topics.

Between the first and the second parts, it is advisable to interpolate by way of a natural link the study of a map of the Natural Regions of the World, which will form a convenient and instructive basis for the study of the latter part.

In the treatment of each of the Regions of Part II the relevant (corresponding) portions of the regional study of the continents in the two previous years should be brought together, and a sort of composite picture attempted by stressing the essential characteristics of each of the regions. But it is very important to note that the contrasts and difference in the Human Geography of the same region in the different continents should be fully brought out. Otherwise, in attempting a generalised picture an element of unreality would creep in, if the facts of similarity alone were emphasised.

Thus treated, the sixth form portion becomes a very useful and interesting way of revising the facts and principles of Geography learnt in the previous years and of pigeon-holing them in the right way so that the world falls into a proper perspective in the mind's eye of the pupil.

As for the time requred for covering the syllabus, it is suggested that not more than 36 lessons would be needed. For the first part 10 lessons will be required as follws:—2 for earth movements and their effects, 2 each for distribution of (i) temperature, (ii) pressure and winds, and (iii) rainfall, and 1 each for ocean currents and natural vegetation. Two lessons on an average for each of the regions of the second part make up 26 lessons. This gives a total of 36 lessons, which can easily be covered in two terms as already stated at two lessons per week.

It should be realised by the teacher, who should impress it upon the pupils, that the sixth form portion is not made up of new matter, but forms a new and higher method of presenting and organising the facts and principles already learnt.

If the Hints and Comments given in this and the two previous articles are followed strictly, it will be found that the syllabus is comparatively a light and interesting one and not a heavy load, as it was wrongly thought to be.

N. SUBRAHMANYAM, M.A., L.T., F.R.G.S.

FROM OUR ASSOCIATIONS

THE MADURA DISTRICT TEACHERS' GUILD.

An urgent meeting of the Madura District Teachers' Guild was held in the Union Christian High School on Saturday, 20th February, beginning from 4-30 p.m., with Rev. Fr. M.Amalorpavam, S.J., President, in the chair. About 50 members representing the various affiliated Associations attended the meeting.

The members considered the D. E. O's circular inviting the Guild's view on the questionnaire issued by the D. P. I. in connection with the S. S. L. C. course and syllabuses.

1. The Guild first resolved that C. Group subjects be abolished.

2. Then it considered the question of including Algebra and Geometry in the A. Group Elementary Mathematics. Many were for its inclusion, considering its disciplinary value, its use for those seeking a college course and the ease with which marks could be secured more than in Arithmetic. The Guild then resolved that Algebra and Geometry be included in Elementary Mathematics and recommended the adoption of the folowing syllabus:

The syllabus in Mathematics will be a combination of the syllabuses in Elementary Mathematics (Group A) and Algebra and Geometry (Group C) with the following omissions.

A. Elementary Mathematics:—

Omit under para 3, mensuration of solid figures, paragraphs 4 and 6.

B. *Algebra* (*Group* C):—

Omit 1. Theory of positive integral indices; 2. Functional notation; 3. Degree and homogeneity of rational integral functions; 4. The remainder theorem and its application to factorization; 5. Quadratic equation in one variable with the principles involved in their solutions and solution of problems by means of such equations and 6. Graphs of quadratic functions.

C. *Geometry.—Schedule A.*

Omit 1. Construction of a fourth proportional to three given straight lines.

2. A mean proportional to two given straight lines.

Schedule B:—

Omit Proportion and similar triangles; also Theorems in Pierpoint, 42-48, 52 and 53.

3. Regarding the syllabuses of A. Group Indian History, English History, Geography and Elementary Science, the Guild resolved after a long discussion:—

(a) That the Indian History syllabus be unaltered.

(b) That in English History, the pre-Tudor period be deleted, that a suitable text-book be prescribed so that the Examiner might confine his questions within the two covers of the book, and that the following portions be deleted:

Omit: Para 7. Relations with Papacy and Spain: revolt against papal authority: marriage alliances: Cramner: Thomas Cromwell:
Sub Para 3.

8. Conquest of Ulster: Literature: Milton and Bunyan.

9. Absolutism with support of France: Literature: Defoe, Addison and Steele.

10. Condition of England after the Napoleonic Wars: Canning's Ministry:

11. Literature and Science in the 19th century. England and Europe: Duel and Triple alliance.

(c) That in Geography a detailed study might be insisted on with reference to India and general principles of Geography, while the study of the Continents should be only extensive so as to provide scope for a free application of principles: and that the course should be confined to one suitable text-book.

(d) That in Elementary Science, Plant Life, Animal Life, and the chapters in Physics dealing with Dynamo, Motor, Microphone and Telephone be deleted. In adopting this latter part of this resolution, members were alive to the need for the pupils' knowing about the modern inventions, but were against their being examined on those subjects. It was pointed out that the time saved by the omission of Botany and Zoology could be profitably devoted to the practical work.

4. Regarding the B. Group subjects, the guild was for the retention of Drawing in Form IV and physical training for all the forms, and recommended that as an alternative for Manual Training. Commercial subjects be included, a part of the time saved by the abolition of the C. Group subjects being diverted to the study of the last item.

5. Regarding how far the study of Science was affected by the present course, the Guild was of opinion that the number of pupils taking Science had appreciably diminished, that the mental calibre of those joining the Group was far inferior and that a large proportion of pupils favoured Mathematics (C. Group.).

The Guild then elected Mr. V. Aravamuda Iyengar, B.A., L.T., as its representative to the Executive Committee of the S. I. T. U. for 1932-1933.

The meeting terminated at 7-15 p.m., with a vote of thanks to the chair, and with an appeal by the Secretary to the members to expedite collection of funds for the ensuing Provincial Educational Conference in May.

THE GUNTUR DISTRICT TEACHERS' GUILD.

The Second quarterly meeting of the Guild was held on 20th instant at Tenali in the Taluq Board Office meeting hall precisely at 1-30 p.m., with the President of the Guild in the chair. Representatives from thirteen schools were present. The president Mr. K. Rajaiah Pantulu opened the conference with a short and pithy address on the history of the S. S. L. C., scheme and its various changes from time to time. After the reading of minutes by the Secretary, the house proceeded with discussion of the replies received from the Teachers' Associations in the district regarding the questionnaire of the Director of Public Instruction, Madras in connection with the revision of the S. S. L. C. scheme. Various experiences of the teachers were narrated during the discussion of this scheme and finally the following resolutions were adopted.

1. "That the Group 'C' be abolished and the subjects for the examination be five.

2. That Algebra and Geometry be not added to the Elementary Mathematics

3. That the pupils taking the S. S L. C. Examination be given the option of (a) answering any three of the five subjects under the present syllabus in Elementary Science.
(b) that the pre-Tudor period in British History be omitted and simple out lines of Indian History be treated; and the syllbaus in Geography be so revised as to delete Part IV of the present syllabus.

4. That Group 'B' be retained and amplified so as to include the commercial subjects allowing the choice to pupils to select either a commercial or vocational subject.

5. That the new scheme in Elementary Science is a distinct improvement.

4.

After passing the above, the house passed resolutions relating to the appointment of Assistant Superintendents from among the assistant masters irrespective of qualifications and that no cut be effected in the salaries of teachers. After a vote of thanks to the President, Taluq Board for lending his hall to the Guild, the President declared the meeting dissolved.

TANJORE DISTRICT TEACHERS' GUILD.

Memorandum of the Ex. Committee of the Tanjore District Teachers' Guild, submitted to the District Educational Officer, Tanjore.

I. Group C shall be abolished and the number of subjects for the Public Examination shall be five.

II. Algebra and Geometry shall be included in Elementary Mathematics and the syllabus shall be so modified and simplified that the quantity may be only two-thirds of the quantity in the existing syllabuses in Elementary Mathematics and Algebra and Geometry put together and shall be such as can be done in five periods a week in each of the three High School forms. The following suggestions are made as to how the syllabus can be modified.

(i) Keep the present syllabus in Elementary Mathematics.

(ii) Incorporate therein the present syllabus in Algebra and Geometry with the following changes.

(a) *Algebra.*—Read 'identities in 1.4 as simple indentities.

Line 5.—After 'functions' add 'of not more than the third degree'.

Line 6.—Omit 'three variables'.

All the processes should be confined to numerical co-ef and indices.

(b) *Geometry.*—Schedule A, Omit Construction of (1) an angle equal to a given angle; (2) of a triangle equal to a rectilinear figure; (3) of proportionals.

Geometry.—Schedule B, Omit (1) formal proofs of Theorems about the congruence of Triangles and inequalities. (2) Omit 'illustrations and Explanations of the Geometrical theorems corresponding to the following identities.

$$(a + b)^2 + (a - b)^2 = 2\ (a^2 + b^2)$$
$$(a + b)^2 - (a - b)^2 = 4\ ab.$$

(3) Omit 'the theorems regarding the extension of the Pythagorean theorem and the connected ones. (4) *Circles.*—Omit 'the theorems regarding angles in the alternate segment and rectangle property of chords." (5) Omit completely 'Proportion and similar triangles.'

Note.—There shall be two papers in Mathematics at the Public Examination-one on Arithmetic and Algebra (2½ hours—60 marks) and the other on Geometry (2 hours-40 marks).

III. *Histories.* The syllabus is heavy. Only Elementary knowledge of the outlines shall be required and it shall be of the standard of Tout Book I in English History and of J. C. Allen's in Indian History.

IV. The syllabus in Geography is too ambitious and should be considerably reduced and re-drafted. Elementary outline Geography of the world in general and somewhat detailed Geography of India shall be required.

V. *Elementary. Science.*—The syllabus should be changed as indicated hereunder. (i) Physics. Omit 'Compensated Pendulam' in (7) and also items 10, 13. Also omit in item 14 everything after 'Concave lenses'. In item 15, omit all words which occur after 'Electro-plating.'

(iii) Animal life.—Omit entirely.

(v) Physiology.—Omit in item (9), all words after 'eye'. Omit item (10).

VI. There shall be no B. Group subjects in Form VI except physical exercise. There shall be only drawing and physical exercise under Group B in the fourth and fifth forms. The Manual training shall not be insisted upon, till the Government is in a position to award liberal grants for the purpose.

VII. *Syllabus in English, Tamil and Sanskrit.*

English.—The text for detailed study shall not contain more than 600 lines of poetry and 50 pages (Demy octavo) of prose. There shall be only one non-detailed text of not more than 150 pages.

Tamil.—The text for detailed study shall not contain more than 600 lines of poetry and 80 pages of prose.

Sanskrit.—The candidates shall not (be required to study more than 500 lines of verse.

The following may be omitted:—page 39 para 1 para 15 conditional forms of verbs; para 19 causal and aorist; para 21 and possessing peculiarities.

As at present, it is impossible to provide for practical work in Elementary Science and therefore it need not be insisted upon.

THE BELLARY, TOWN TEACHERS' ASSOCIATION.

At a meeting of the town teachers of Bellary held at the Wardlaw High School, Bellary on Saturday the 20th Feb., the following replies were framed to the questionnaire on the S S. L. C.

I. (a) 'C' Group be retained.

(b) The number of subjects for the public examination be 6.

II. That Algebra and Geometry need not be included in Elementray Mathematics, as provision is and for them in the 'C' Group.

III. *A. Syllabus in Histories.*—That the syllabuses in both Histories be retained as they are with the proviso that the portions for the Public Examination in Indian History and English History be from 1526 A.D., and 1485 A.D. respectively, it being understood the periods previous to these dates in the two histories be covered in Form IV.

B. Geography.—In view of the importance of Geography, a subject so long neglected and in view of the portions deleted in for the Public Examination under Histories the syllabus in Geography be retained as it is.

C. Elementary Science.—The Syllabuses under Physics and Chemistry be retained with the following deletions:

Physics: Item.—4. Excepting 'simple pendulum'; 5. 'Block and tackles and 'Jack' to be deleted; 7. 'Relative expansion of solids, liquids and gases to go and omit 'compensated Pendulum'; 9. 'Laws of change of state' to go; 10. To go entirely; 12. 'Relative conductivity of copper and iron; 13. 'Sound may be deleted on account of the complex ideas involved in its teaching.

Chemistry.—Delete "Quantitative composition of Water."

Physiology.—First Aid and Hygiene: The syllabus as it is be retained.

Plant and Animal Life.—In as much as there is a paucity of teachers on the staff of schools qualified to teach Natural Science and in view of the financial difficulty experienced by most management in employing them even if available and in view of the lack of the necessary equipment and accommodation for the teaching of Plant Life and Animal Life, the syllabuses thereunder be entirely deleted.

IV. The Subjects in Group B be retained as Drawing assists the pupils in the study of other subjects as Science and Geography and Manual Training gives the pupils the necessary training for the hand and the eye.

Effect of the Teaching of Science subjects.

V. (1) Experimental work by the pupils in Physics, Chemistry and Botany as contemplated in the New scheme is found impossible in practice for (1) the large number of pupils; (2) the impossibility of dividing them into batches on account of difficulties in framing the time-table. (3) insufficiency of accommodation and equipment in most schools.

(2) Because of the number of subjects under "Elementary Science" and the heaviness of the syllabus as a whole, pupils are inclined to neglect the study of portions of some of the subjects.

(3) Physics and Chemistry graduates who are at present obliged to handle the Natural Sciences find it a great strain to do full justice to these subjects.

(4) The introduction of Elementary Science as a compulsory subject has no doubt aroused an interest in pupils in natural phenomena occuring in daily life and has afforded the boys an insight into the working of some popular machines and appliances.

Resolution.—The Secretary, District Teachers' Guild be authorized to communicate the proceedings to the District Educational Officer.

THE TINNEVELLY DISTRICT TEACHERS' GUILD.

The Seventh Annual Conference.

In the spacious and decorated Hall of St. Xavier's College, Palamcottah, the well attended Seventh Annual Conference of the Tinnevelly District Teachers' Guild was celebrated on the 10th Feb., 1932.

The veteran educationist Rao Bahadur P. V. Seshu Iyer, B. A., I. E. S. (Retd.), the out-going President of the Guild extended the warm greetings of the District Teachers to His Lordship the Right Rev. Mgr. Francis T. Roche S.J., D. D., Bishop of Tuticorin.

His Lordship while opening the Conference, made an eloquent extempore address with a ringing voice. The following is a brief extract:—

"Next to the hand that rocks the cradle, the teacher's influence on the child is the greatest in the world. Great is the nobility of the teaching profession; equally great therefore is the responsibility thereof which ought not to shock any teacher at all. For, will not the teachers that fulfil their responsibility shine like stars for all eternity? One great task of the teacher is to instil the formation of character in the taught. Fear of God ought to be the bed-rock and foundation of all education. The student who has grasped the knowledge of that Omnipotent God who rewards the good and punishes the wicked is prepared for complete citizenship—citizenship in this world and citizenship in the next. Godless and anti-God education spells disaster in any country."

His Lordship continued in the same strain and believed that the ideas expressed were neither Western nor Christian but Oriental. As an instance in point, the Opener cited in Tamil several stanzas from Thirukkural wherein that great poet opines that education is a failure when it sets at naught the existance of God and formation of character. Congratulating the teachers whose profession afforded so many opportunities of doing good to mankind, His Lordship declared the Conference open.

The Rev. Fr. A. Gnanapragasam, S.J., B. A., Rector and Principal of St. Xavier's College and Chairman of the Reception Committee welcomed the delegates. In a neat and well prepared address, he foreshadowed the subjects of discussion and set in clear terms the fruits of his experience as an educationist over a period of forty years. He regretted that the Government had put the aided schools under a starvation regime whereas in England out of rates and taxes an enormous sum of £ 87,000,000 was annually spent on education—a sum far in excess of any spent on any branch of our defensive forces. He was sorry that our educationists and legislators aped the materialistic West in matters of co-education. The same kind of education for boys and girls in all stages was not quite desirable. Especially on the high grounds of morality, he opposed co-education. Irrespective of age and freed from the usual safeguards, it was fraught with the worst disasters that modern Europe and America were victims of. With regard to the Revised S. S. L. C scheme, his suggestions were practical and judicious.

Mr. S. G. Tangaswami, B.A., L.T., Head-Master, Pope Memorial High School, Sawyerpuram then delivered his presidential address. He referred to the cut in the Educational Department, to the slighting of manual training and medical inspection, to the incessant experiments with the S. S. L. C. Syllabus and the slackness of our Ministers to revise the Grant-in-aid Code. In conclusion, he exhorted the various religious bodies that carried on educational work in the district to co-operate more intimately and "Salute New India."

The Annual report was then presented by Mr. S. David Michael .

Three addresses were delivered by Messrs. M. R. Rangasamy Ayyangar, M.A., L.T., Head-Master, Board High School, Batlagundu on "The Teacher and His Profession"; P. V. Nilakantam, B.A., B.L., District Commissioner of Boy Scouts on the "Psychology of Scout Training"; and T. S. Venkataramier, B.A., L.T., of Ambasamudram on "Pre-School Education."

After the Sectional Conferences and a lively debate on the S. S. L. C. Scheme, resolutions were passed to the effect that "Group C" be retained; Chief Superintendents be remunerated; only one examination be held daily as in the Intermediate and B.A.; the Elementary Education Act be amended so as to provide free and compulsory education to all children of school-going age; children of teachers be exempted from school fees, etc.

The St. Xavier's Teachers' Association, Palamcottah, under whose auspices the Conference was celebrated was at home to the delegates throughout the day.

THE SOUTH INDIA TEACHERS' UNION PROTECTION FUND.

LIST OF NAMES—(*Contd.*)

681 Mr. K. Ramaswami Iyer, Asst., Municipal Boys' School Kodaikanal.
724 " N. Krishnamoorthy, Manual Training Instructor Municipal High School, Mayavaram.
748 " V. Ramasubba Iyer, Asst, Board High School, Batlagundu.
749 " V. N. Ramaswami Iyengar; Asst., Board High School, Batlagundu.
750. " E. S. Govinda Iyengar, Tamil Pandit, Board High School, Batlagundu.
751 " D. Krishna Iyengar, Asst., Board High School, Batlagundu.
702 " Samuel Masilamoney, Asst., St. Columba's High School, Chingleput.
704 " G. Samuel, Asst., St., Columba's High School Chingleput.
752 " K. S. Narayanaswami, Asst, Board High School, Dharapuram.
753 " V. Ganapathi Pillai, Tamil Pandit, Board High School, Dharapuram.
754 " N. Lakshminarayana Rao, Asst., Board High School Dharapuram.
755 " O. P. Narayanasami Iyer, Clerk, Sir S Iyer High School, Tirukatupalli.
756 " R. Mahadeva Iyer, Asst., Municipal High School, Villupuram.
757 " G. Viswanatha Iyer, Asst, Municipal High School, Villupuram.
758 " G. Lakshminarasimhan, Asst., Municipal High School, Villupuram.
759 " C. R. Subbarama Iyer, Asst, Sir M Ct. M. H. School, Purasawalkam.
760 " K. Gangadaran Nair, Asst, Board High School, Krishnagiri.
761 " G. Balakrishnan, Asst., Municipal High School, Karur.
762. " P Kailasam, Manual Training Instructor Municipal High School, Coimbatore.
763 " N. Kavetti Naidu, Asst., Municipal High School, Coimbatore.
764 " K. R. Subramanian, Asst., Municipal High School, Coimbatore.
765 " C. R. Venkataswamy, Clerk, Municipal High School, Coimbatore.
766 " M. Ramaswamy Iyer, Asst., San Thome High School, Mylapore.
767 " E. S. Arumugam, Physical Training Instructor, L M. Training School, Erode.
768. " B. D'Netto, Asst., St. Bede's European High School, Mylapore.
769 " K S. Ramakrishnan, Asst., Board High School, Bhavani.

NOTES

VICTORIA MEMORIAL HIGH SCHOOL BODINAYAKANUR.

The Anniversary of the Teachers' Association of the above school was celebrated on 22nd February 1932 in the New Building of the school at 5-30 p.m. with R. M. Savur, Esq., B.A., District Educational Officer, Madura, in the chair.

After prayer Mr. R. M. Savur delivered an interesting extempore address. He pointed out that India was twenty years behind the Western countries in the matter of viewing and practising Education as a Science. He deplored the lack of the scientific attitude towards all matters educational among members of the teaching profession. He instanced the question of vernacularisation in Secondary Schools and explained how in many places the term was not properly understood and defined at all and how many teachers including examiners arrived at conclusions about this question without collecting or examining the necessary data. He concluded with an appeal that teachers should take a strictly scientific attitude in examining all questions relating to educational theory and practice.

R. SANKARARAMASUBRAMANYAM,
Secretary.

CITY HIGH SCHOOL, BERHAMPORE.

The first anniversary and prize giving function of the Boys' Association, City High School, Berhampore was held on the 27th Feb '32. Sreeman Sivaram Ratho Mahasayo, D.E.O. Ganjam, presided.

VIZIANAGARAM.

A meeting of the Vizianagaram Teachers' Association was held in the Maharaja's College on the 2nd March. M.R.Ry. D. V. Jagannadhan Pantulu Garu, Headmaster, Municipal High School, presided. After a long discussion; the meeting passed the following resolutions:

(a) The 'C' Group as it exists in the present S. S. L. C. scheme be abolished, provided that Algebra and Geometry form part of Elementary Mathematics under Group A

(b) The 'B' Group be retained with the addition of the Commercial subjects.

(c) The syllabus in History, Geography, and Elementary Science be lightened .

MADRAS.

The Home day of the Ramakrishna Residential School, Mylapore was celebrated on the 19th February. An exhibition of the Industrial section was also held.

The school day and the Headmaster's day of the St. Gabriel's High School, Madras, came off on the 8th instant. Prizes were awarded to the successful competitors in the annual athletic sports held on the 5th instant. A grand social was arranged after which the pupils put on boards successfully the play "The Vocation of Francis Xavier."

The annual sports of the Inter Schools Athletic Association came off on the 27th February. Mr. Buck, Principal of the Y. M. C. A., School of Physical Education, and adviser on Physical Education, with the Government of Madras was in charge. The trophies and prizes will be distributed on the 24th instant.

BATLAGUNDU.

The annual sports of the Board High School Batlagundu came off on the 8th. Mr. Foulkes, President, District Board, Madura, presided and gave away the prizes.

THE TEACHERS' BOOK SHELF

Morrison's Our World—A Human Geography, Abridged Edition—Revised by K. S. Vakil, M.Ed., F. R. G. S., I. E. S., Macmillan & Co., Ltd.

This abridged edition is a book of 575 pages. In the preface to the abridged edition Mr. Vakil claims to have put in (1) "Information regarding different forms of Government in the countries of the world, in which Indian students generally feel interested and (2) Information regarding Hindu, Mahomedan, and Christian calendars which is generally not given in existing school books on Geography". The book remains in general Mr. Morrison's work with the several good illustrations and maps. It is our duty to point out the following.

The coloured maps certainly enhance the value of the book but the best help to the student would be to have coloured relief maps and not the ones showing political boundaries as in the Atlas given at the beginning of the book. Some of the relief maps in the body of the book (Figs. 195, 183, 173, 165, 159, and others) show contours by different shades of one colour. It would be a good thing if in such maps a reference to colouring had been included. Two Isothermal maps of the world are found on pages 102 and 103. We vainly look there for 32 F line which is the most important to teach school children the lands frozen in summer and winter respectively.

The matter given in the book on the Hindu systems of calendar does not seem to be essential for school children. Only one section of the Hindus follow the Lunar system and it is not a fact to say that of all Hindus or to charactarise the lunar system as the Hindu system of calendar.

In the Chapter on Australia the maps do not indicate the division of Northern Territory into North Australia and Central Australia. No mention is made of the division even in the body of the text in a book printed five years after the separation has taken place. Chapter 23 is entitled 'Foreign Possessions in Africa'. If the chapter is read through it does not seem to be a suitable title at all. There is a subsection entitled Independent Countries. That would be the place to put in Egypt now. But it is included under British possessions, and the first sentence says that it is no longer a part of the British Empire.

On page 422 occurs the statement "Africa has scarcely helped civilization at all". It is doubtful if the statement can pass unchallenged unless the author means the Modern European Civilization. What shall be said about the Nile Valley Civilization with its enormous relics of the Pyramids? Even with regard to Modern economic Geography it was the fashion to style Africa as the "Dark Continent" only in the last quarter of the last century. But now modern Geographers speak of it as "the continent of the future" on account of its vast unutilised natural resources.

The book has certain omissions. It is vain that we try to find the fulfilment of what the editor says on page IX of the introduction regarding the "different forms of Government in which the Indian Students are interested." Nothing is said of the Federal Republic of Switzerland with its peculiar features or referendum and recall or of the implication and constitution of the U. S. S. R. of Russia. On page 402 Spain is referred to as a 'kingdom' though the book was printed in 1931. It would be helpful to the pupils if there are short questions at the end of each chapter with indications for practical work and also directions under each picture as to what needs observation therein. Also there is no need for pictures which do not help in the correlation of some aspect of Human life. The Figure on page 273 seems to be rather out of place unless an attempt is made to relate it in some way to the human activity of the locality.

Climatic statistics of towns representing different regions, trade statistics of typical industrial and agricultural regions and diagrammatic representation of the same would be a great help to visual appeal. World production of commodities like wheat, sugar, cotton and rubber and the share thereof, of the different countries would interest our boys. The Geography of mountain lands as such (Example. Kashmir, Nepal,) has not been dealt with.

The book is well printed and attractively got up with an index and general revision questions selected from the Matriculation examination papers of Bombay, Madras and the S. S. L. C. examination in Mysore.

* * * *

Lands and Life.—1. The Americas. 2. Africa, Asia and Australia. By E. C. T. Horniblow, B. Sc (Econ.) F. R. G. S. Published by the Grant Educational Co., London, Ltd., Represented in India by Messrs Macmillan & Co., Ltd.

These volumes form part of the seven books of "Human Geographies". The first three volumes deal respectively with 1. The People, and Children of wonderful lands, 2. The wonderful travels in the wonderful lands, 3. Our own lands. The British Isles. The volumes before us are the 4th and 5th respectively.

The Americas form a very good unit for an introductory study of some of the broad principles of world climate from North to South. One whole volume is therefore rightly devoted to the study of the New World. Further their study is very interesting in as much as it is a record of the interaction with a "Natural" environment during recent years. The books open with an introductory chapter of the discovery of Americas, containing an interesting account of the early settlers, who adventured far into the interior of the strange and new continent in search of the *Eldorado*. The succeeding chapters deal with the natural regions. Four aerial views are included in the book besides a number of coloured plates. The book is properly illustrated with charts and interesting photographs.

The second book gives a survey of Africa, Asia and Australia. India is dismissed with two chapters covering less than 15 pages. As the books were intended for the use of English boys, the author probably feels justified in alloting such a minor place to India.

We congratulate the author on his successful efforts to make the study of Geography human and real and very fascinating to children. Each of these books contain "Things to do" and at the end of each chapter questions are given, along with directions for practical work. It is the object of the author to help the pupils to prepare their own text-books.

We strongly commend these books to the attention of Geography teachers, for they give the correct perspective

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The Adventures of Hajji Baba of Ispahan. By James Morier (Abridged edition for schools) with introduction and notes by J. S. Armour, M.A. Publishers. Messrs Macmillan & Co., Ltd., Price As. 12.

Of the novels of James Morier, Hajji Baba is easily the most popular. Its hero 'one part good-fellow and three parts knave', is a play thing of fortune; as a barber, water-carrier, Pipe seller, Turkish merchant, dervish, doctors' assistant, executioner, pipe-stick seller, or secretary to an ambassador, he accepts his fate; he does not hesitate to tell a lie, to cheat or to thieve. His story is therefore full of fascination for the young. Besides, the story of Hajji Baba is not a mere fiction. It is in fact a historical document. "Its characters are the living personalities, disguised only in respect of their names, with whom Morier was brought daily in contact in Tehran. Above all, it is an invaluable contribution to sociology as it conveys a truthful and instructive impression of Persian habits, methods, points of view and courses of action.

The abridged edition maintains the liveliness of the original and we are sure will be read with interest by the young folks of our high schools.

* * * *

India, World and Empire. By Hubert Pickles, B.A., B.Sc., (Revised Edition) 1932. Publishers; Oxford University Press. Price. Rs. 1-12-0.

Hubert Pickles' book is a well known Geography text-book of our secondary schools. With the recent revision of the Geography syllabus, it was found that the plan of the book needed some change. This edition is therefore specially prepared in accordance with the Madras S. S. L. C., syllabus. The topics are treated in the order set forth in the syllabus. It is gratifying to find that in this edition India and the empire receives a detailed consideration. The book is divided into four parts. The I part deals with the southern continents, Part II with N. America, Part III with Eurasia and India, and Part IV deals with world geography. Questions are given at the end of each chapter. A "British Empire Summary" giving some important particulars of all British dominions, colonies and protectorates is given at the end of the book.

* * * *

BOOKS AND PUBLISHERS.

The Secretary, Madras Teachers' Guild requests us to announce that a set of about sixty books has been received from Messrs. K. & J. Cooper & Co., Bombay and that the same is kept in the Guild Library for perusal by members. We understand that similar sets have been sent to secretaries of District Guilds with a request that their suitability for use in schools be considered. We are glad that the publishers have adopted the wise step of offering a wide field for choice.

* * * *

SCHOOL NATURE STUDY.

(The official organ of the School Nature Study Union.)

Teachers are anxious to have books where they can find information about the habits of animals and plants. It will be quite a good thing if they be made to take interest in observing and collecting the different forms themselves. We should think that "School Nature Study" will go a great way towards creating the proper outlook. The January number of this journal contains interesting articles on different topics. The article on "Beauties of the commonplace in nature" seeks to create a love of Nature even in those who generally remain unmoved. The article on "Shell collecting at low tide" is a good introduction to the Molluscs and their shells and useful hints are given here and there. Not less interesting are the articles on Plant Parasites and the Garden Spider. Accurate scientific knowledge is conveyed in a very popular form and the interest of the reader is sustained. The habits of the Spider and the methods it adopts for catching the prey are clearly presented and any teacher who wants to make his teaching interesting will find plenty of material in this journal.

The Report of Public Instruction in the Madras Presidency (1930-31). The report on Public Instruction in the Madras Presidency for 1930-31 is a valuable document in as much as it not merely records the work of the Education Department of our province during the year 1930-31 but has some very striking suggestions as to the cause for there being no adequate return for the money spent on Education. Ever since the inauguration of the reforms, quantitative expansion has been the main feature of the progress of Elementary Education in our province. During this decade the number of villages with one or more schools has nearly doubled itself, rising from 14353 to 27773. 25 Municipalities and 7 Taluk Boards have introduced compulsion while 32 Municipalities and 120 Taluk Boards have revised education cess. The number of teachers engaged in elementary school alone has increased from 22793 to 52551. It is noteworthy that nearly 4000 secondary trained teachers were engaged in primary schools at the end of 1931 as against only 700 in 1921.

This is surely 'commendable expansion if figures alone count for anything. But the actual output of literates per year is alarmingly poor and we are glad that the department is alive to the serious wastage. The report before us shows that the authorities are seriously grappling with the problem.

According to the report, out of about 1,164,788 pupils in Class I only 76793 come up to Class V. The 50121 boys' elementary schools help to get only about 77000 literates, (if the test of literacy be the attainment of the Vth standard grade) per annum. Thus 190 lakhs of rupees are annually spent to turn out 77000 literates, the cost of producing one literate working out at Rs. 246. Is it worthwhile. Is there not some huge waste? The department analysing the causes for this situation refers to the following:—

1. The inadequacy of supervision.
2. The low general and professional qualification of teachers
3. The ephemeral character of many schools.
4. The large difference between average attendance and enrolment.
5. The unsatisfactory nature of much of the teaching.
6. The insufficiency of the staff.
7. The condition of life of the great majority of parents who for economic reasons are opposed to the continuance of their children at school.

With a view to overcoming these obstacles, the department has with some success induced local bodies to have schemes of concentration as outlined in the Champion report. Inspecting Officers have been encouraged to form local Parents' associations and to get into closer touch with the Parents. It was the object of the Education Week which the South India Teachers' Union, celebrated during the last week of October 1931, to interpret the schools to the public and thus enlist public support for the cause of Education. Parents' associations were formed in several centres and it is gratifying to note that the success achieved was beyond expectation. We are sure if only the Education Week could be celebrated with more active co-operation between the department and the officers and the celebration be extended to the villages, the public would understand how the school serves the community and this understanding will induce them to keep their children longer at school. We are glad that the Director has in his diagnosis of the causes for wastage laid his finger on the right spot when he says. "It has to be noted that it is standard I which is most neglected though it is precisely in this standard that good individual teaching is required *if pupils are to progress and Parents to believe in Education.*

Any scheme of effective expansion of Elementary Education must therefore, make provision for the employment of only persons adequately qualified academically and professionally to the task of teaching young children. It is therefore regrettable that the department should contemplate the abolition, of stipends to pupil-teachers in Secondary Training Institutions, when what the province needs is a larger supply of qualified teachers. Unfortunately the present financial stringency is hitting hard the schools. Class-rooms are overcrowded, teachers are over-worked and under-paid, teaching materials are not adequately supplied and these have a very bad effect on the children trained under such disquieting conditions. Secondary schools also suffer from these causes and as the Director rightly points out, the presence of the many unfits in the schools is one direct result of such a situation. We quote the observation of the Director in this regard and trust the authorities responsible for the conduct of schools will realise the truth of his remarks.

"Improvement in the standard would follow if the lowest forms were taught by highly qualified and up-to-date teachers. The importance of teaching in the lower classes is insufficiently recognised in this presidency and too often the least efficient and least qualified are set to teach these classes. As a result the teaching is indifferent, methods are out of date, large numbers make difficult the provision of facilities for the development of those activities and powers of self-expression that are essential for sound instruction in the earlier stages of Secondary Education. . . As long as this State of things persists Secondary Education will continue to suffer."

EDUCATIONAL NEWS BULLETIN

(Issued under the auspices of the All-India Federation of Teachers' Associations, by the Association of the Editors of Educational Journals in India.)

No. 3.] [March 1932.

PUNJAB.

The Ministry of Education, Punjab Government, in its memorandum No. 21037 G. have issued orders abolishing the Junior Anglo Vernacular classes attached to the Government colleges at Lyalpur and Multan with effect from 1st April 1932 and discontinuing the Junior Anglo Vernacular Examinations for one year from 1933-1934.

DELHI.

The All-India Jahagirdars' Educational Conference will meet under the chairmanship of the Honourable Raja Sir Rampal Singh on the 15, 16, and 17th instant in the convocation hall of the Delhi University.

BENGAL.

1. An attempt on the life of His Excellency the Governor of Bengal was made by a Bengali girl graduate, named Miss Bina Dass, during the Annual Convocation of the Calcutta University at the Senate House on the 6th February. Five shots were fired but His Excellency had a providential escape. The Vice-chancellor, Lt.-Col. Suhrwardy and Mr. J. C. Mukherjee, Chief Executive Officer, Calcutta Corporation made a dash for the assailant and secured her at grave personal risks. His Excellency Sir Francis Stanley Jackson, P. C. the chancellor who was delivering his address when the shots were fired continued his speech, after order had been restored. A special Tribunal tried the case and sentenced the accused girl to 9 years' rigorous imprisonment. The Government has recognised the act of courage of the Vice-Chancellor by conferring on him a Knighthood.

2. It was arranged that the next sitting of the All-Bengal Teachers' Conference would be held at Serampore (Hoogly) during the next Easter Holidays. But it was decided in the last meeting of the Executive Committee of the All-Bengal Teachers' Association, that in view of the situation in the country the Conference would be postponed sine die.

3. Madamme Montessori has been appointed a Reader of the Calcutta University. She is expected to come to Bengal shortly.

4. Mr. G. S. Dutt I.C.S., District Magistrate of Birbhum has been showing great activity in reviving the Folk Dance and Folk songs in the province. Under the auspices of the Rural Heritage Protection Association, of which Mr. Dutt is the President, a teachers' Training camp has been opened at Suri when a large number of teachers are taking lessons in Folk dance and Folksongs to introduce them in the schools of Bengal. Mr. Buchanan, the Director of Physical Education, Bengal Government, is also actively supporting the scheme.

BOMBAY.

In the last week of January all the students of the Baroda college went on strike in sympathy with some 650 students of the First year and Intermediate classes who

were suspended by the Principal for absenting themselves on the day of Mr. Sengupta's arrest. For a time it appeared as if a very ugly situation would develop owing to the difficulty in arriving at an amicable settlement. The situation however suddenly cleared up, for the Principal declared that he valued more the good will of his students and threw open the doors for those who cared to attend the classes. The students readily responded and probably also realised that the Principal scored a point in apparently seeming to yield. The incident is an illustration to show the excellent relations which exist between the students and the Principals of the colleges in the Presidency.

A very interesting civil suit was disposed off by the High court of Bombay in February last. It was filed by the Bombay Municipality against the Secretary of State for India for recovery of Rs. 12,05,000 as the half share of the Government of Bombay, in the scheme of expansion of Primary Education in the city. In dismissing the suit with cost the Hon'ble Mr. Justice Mirza, remarked "Although my sympathies are with the Municipality on moral aspects of this dispute I have to recognise that I am not in a court of morals but a court of law". On technical objections the contract was not valid not having been made on behalf of and in the name of the Secretary of State as required by the statute.

The case for the plaintiffs was that in or about the years 1916-1917 the Government of Bombay realising that a point had been reached at which primary education in Bombay city could no longer be developed in a manner befitting the city, without substantial contributions from provincial revenues, entered into negotiations with them with the object of bringing such education up to a higher standard.

As a result, a contract was arrived at whereby Government, in consideration of the plaintiff's undertaking to spend large sums of money on the improvement of education, agreed that all expenditure there on, over and above the amount of the plaintiff's budgetted expenditure during the year 1917-1918 should be shared equally between Government and the plaintiffs. In pursuance of the contract Government paid its share for the years 1918-1921. There after however Government failed to pay the full amount of the bills and thus owed the Municipality Rs. 12,05,000 in respect of the years 1921-1926. The plaintiffs reserved to themselves the right to sue the defendants in respect of sums spent thereafter.

His Lordship held that it would seem that an agreement was arrived at between the President of the Bombay Municipality, professing to act on plaintiff's behalf and the Secretary to Government of Bombay, Educational Department, who professed to act on behalf of the Bombay Government who in their turn seemed to be acting on behalf of the Secretary of State. This would have the effect of binding the parties to a concluded contract. But section 30 of the Government of India Act seemed to contemplate a formal deed or instrument in which the contract was set out. His Lordship therefore came to the conclusion that no valid contract was arrived at which was a binding on either party of the suit.

MADRAS.

The Educational Exhibition arranged by the Corporation of Madras will be opened by Dewan Bahadur S. Kumarasami Reddiar, Minister for Education with the Government of Madras.

The Academic Council of the Madras University at its meeting held early this month, sanctioned the appointment of a

full timed Teacher for Geography and a part-timed teacher for music. These two departments will be opened in June.

The desirability of dividing the English course in schools and colleges into a language course common to all and a special subject in the optional group was engaging the attention of some member. The Board of Studies in English approved of the suggestion and requested the syndicate to take further action. The Syndicate appointed a small committee to consider the question. The Syndicate placed before the academic Council a scheme. In this scheme English was not only placed as a subject course in the optional group as proposed by the Board of Studies but it was also placed as an alternative language in Part II of the Second Language. This inclusion under Part II was rightly resented and the whole scheme was referred back.

Mr. R. G. Grieve, Acting Director of Public Instruction, is going on leave preparatory to retirement. Mr. R. Littlehailes, Acting Commissioner of Education with the Government of India is expected to take his permanent appointment as Director of Public Instruction, Madras.

Bulletin 4.

THE XXIV PROVINCIAL EDUCATIONAL CONFERENCE, MADURA.

An Educational Exhibition will be held under the auspices of the 24th Provincial Educational Conference coming off at Madura in May next. All interested in Education are invited to send Exhibits relating to the following heads and make the Exhibition a success.

1. Educational charts, statistics and magazines. 2. Maps and models. 3. Diagrams and experimental demonstrations. 4. Experimental Psychology and Intelligence Tests. 5. Child Education. 6. Visual Instruction. 7. Manual Training. 8. Vocational Education. 9. Scout Craft. 10. Fine Arts. 11. Physical Education. 12 Music-Vocal and Instrumental. 13. Teaching Appliances and Apparatus on all School subjects.

Elementary School Teachers are expected to attend the Refresher Course which is being arranged for them, and Exhibits relating to Kindergarten will be specially welcomed on the occasion.

INSTRUCTIONS TO EXHIBITORS.

1. Exhibits will be received at the Exhibition Office from April 25, 1932. Exhibitors are requested to send along with the Exhibits detailed information about them as under:

Name of the Article exhibited.

Name of the maker or Institution sending the Exhibit.

The value of the Exhibit.

Whether the Exhibit is for sale.

Address of the sender.

A form like the above is to be prepared in duplicate by the sender of the Exhibit, one of which is to be pasted on the parcel containing the Exhibit and the other to be sent by post to the Exhibition Secretary.

2. Exhibits such as those that have not been shown at the previous Conferences will be preferred.

3. Exhibits may be sent by Railway Parcel to Madura at the Exhibitor's cost, and arrangements will be made to take charge of them and carry them to the Exhibition Office.

4. Exhibits must be safely packed and sent at the *Exhibitor's own cost.*

5. The Exhibition Committee will afford all possible facilities for ensuring the safety of the exhibits. They do not, however,

hold themselves responsible for any loss or damage.

6. Exhibitors shall make their own arrangements for the removal of the Exhibits after the Exhibition.

7. The charges for the transfer of the Exhibits from the Madura Railway Station to the Exhibition Office will be borne by the Committee. All other incidental charges shall be borne by the Exhibitors themselves.

8. On all matters connected with the Exhibition, the decision of the Exhibition Committee shall be final.

9. Prizes and certificates of merit will be awarded to the Exhibitors.

10. All Exhibits and communications should be addressed to

A. RANJITHAM,
Exhibition Secretary,
XXIV PROVINCIAL EDUCATIONAL CONFERENCE,
Manuel Lodge, Ponnagaram, MADURA.

A REFRESHER COURSE FOR ELEMENTARY TEACHERS.

Arrangements are being made to hold a Refresher Course for Elementary School Teachers along with the XXIV Provincial Educational Conference at Madura, during the second week of May next. The Course may last for 6 days, three of which may either precede or succeed the Conference. The co-operation of the following among others has been requested, and they are expected to deliver lectures and conduct practical work in addition:—

Miss Corrie Gordon, B. Ed., Teachers' College Saidapet.

Mr. S. Jaganathan.

Mr. N. Subramania Iyer, M.A., L.T.

Mr. T. N. Krishnamurthi, M.A., L.T., Dy. Inspector of Schools Usilampatty.

Mr. T. P. Srinivasan, B.A., L.T., Junior, Inspector of Schools, Madura.

Mr. C. V. Nilakantam, Dt. Scout Commissioner, Tinnevelly.

Mr. R. Krishnaswami Ayyangar, B.A., L.T., Deputy Inspector of Schools, Kumbakonam.

Mr. Seshadri, B.A., L.T., Junior Deputy Inspector of Schools, Usilampatty.

Mr. P. S. Iswaramurthi Pillai, B.A., L.T., Director of Physical Education, Madura Dt. Board.

The lectures will treat of:—Child Education, Language Teaching, Number Teaching, General Teaching Hand work, Children's clubs, Time-Table, Notes of Lessons, Health, Rural Sanitation, Scouting, Parental Co-operation and Adult Education.

Along with the lectures there will also be practical work for teachers.

All Elementary Schools in the Presidency are requested to send a large number of teachers to attend the course. Intending teachers will kindly intimate to the General Secretary by the 20th March to enable him to make necessary arrangements.

A REFRESHER COURSE IN GEOGRAPHY.

A Refresher Course in Geography for the Secondary Grade Masters who teach Geography in the Middle School Classes, will be held at Madura in May, 1932, during the week preceding the S. I. T. U. Conference. Teachers of the subject who wish to take advantage of the facilities offered are requested to apply to Mr. N. Subramania Ayyar, M.A., L.T., Secretary, Geographical Association, Gopalapuram, P. O., Madras, by 1st April 1932.

Madura, V. ARAVAMUDA AYYANGAR,
26-2-1932. *General Secretary.*

EDITORIAL

COLUMBIA UNIVERSITY.

This University celebrated its one hundred and seventyfifth anniversary on 31st October, 1930. The President of the Board of Trustees in whose hands the administration of the University is vested hit upon an original and admirable plan of bringing to the notice of the public the condition and needs of the University. It did not appear proper to him and to his colleagues on the Board that an appeal for funds should proceed directly from the Board to the millionaires of New York. He felt that the University should be able to evoke spontaneous support through the distinct recognition by the public of New York of the valuable contributions which the University was making to the growth of New York itself. He extended an invitation to six distinguished American citizens unconnected with the University to examine fully the condition and needs of the University and to report to the Trustees a plan of action which would enable the University to fulfil its purpose. The committee was given all possible assistance and it was free to consider the problems of the University from different sides. This action of the president of the Board is highly commendable. Persons similarly stiuated in our country will do well to follow this example. Obviously he had nothing to conceal from the public. The feeling that should have been uppermost in his mind was that an unbiassed account from responsible and influential gentlemen would not only help the University to proceed on sound lines but also stimulate generosity in the ranks of the millionaires.

The report of the committee is brief and direct. While setting forth the needs of the University, the committee has seen fit to make an appeal in the following terms:—

"The facts just presented are accessible to any person who will take the time to verify them. They are presented in great details in the reports of the President and of the Treasurer. We whose names are signed hereto are citizens of New York, not connected with Columbia University. As citizens it has seemed to us important that, at a time when the 175th Anniversary of the Founding of King's College is being celebrated, our fellow-citizens should recall the noble service already rendered by Columbia and seriously consider how that service can adequately meet the still greater opportunities and responsibilities of the future. The fortunes that accumulate in the hands of our citizens come into existence by reason of New York itself, which gathers in extraordinary degree the forces-financial, economic, intellectual and artistic-of a great new continent. Whoever has shared in the prosperity of New York's marvellous development should consider it a privilege to aid by gift in his or her life-time, or by bequest, the great agency of the intellectual life represented by the Columbia University. Such remembrance, arising unasked from the idealism of its people, will be the finest fruitage of citizenship."

The immediate effect of this appeal was the generous proposal of Mr. E. S. Harkness to meet the urgent need for the erection and equipment of the laboratory-library building.

The reports for 1930 and 1931 submitted by the President to the Board of Trustees are drawn up on lines altogether different from those with which we are familiar in our presidency. There is clearly visible in the reports an anxiety to take the public into confidence and to place before it the essential facts relating to the University. They contain a masterly survey of the ideals and functions of the University and point out the relation that should exist between the University and the society. The reports make mention of the numerous contributions to knowledge made by the professors. The president refers in appreciative terms to the growing tendency on the part of the government to

seek the help of the University professors in solving complicate problems of public administration. He realises that "it is men and the needs of men that will best stimulate his (scholar's) thought and furnish it with high objective". This idea is sought to be emphasised by a question which Longfellow put to himself:

"Where should the scholar live" asked Longfellow, "In solitude or in society? In the green stillness of the country, where he can hear the heart of nature beat, or in the dark gray town, wher he can hear and feel the throbbing heart of man? I will make answer for him, and say, in the dark, gray town."

We shall refer to one or two important topics that have been treated at length in these reports. In the report for 1930 the president warns us of the danger of extreme specialisation. He laments that the study of the ancient classics has been sadly neglected and he attributes the decline of the influence of the classics to the narrowing specialisation of the classical teachers themselves. "They saw fit to supplant understanding of the ancient world with a myriad of minutiae of highly specialised learning and to push far into the background the vitally important art of interpretation which is the essential element of real teaching." He naturally fears that the experimental sciences will have to share the same fate as the classics if "narrowly limited specialisation" be allowed to be the prevailing tendency in Universities.

Another point in the report relates to what is known as "Mass production" in education. It has been the object of Columbia University to give proper and due consideration to the needs and the capacity of the individual pupil. It has therefore consistently resisted the temptation to admit a large number of students and has sought to restrict the number by insisting on higher standards.

The third topic to which a reference should be made is the Athletics. The intercollegiate athletics coupled with the practice of "gate receipts" would seem to have given room to serious abuses. A committee was appointed to go into the question of athletics. It is stated that certain institutions have in their anxiety to make a name in the field, unfortunately given a subordinate consideration to academic standards. "So obsessed are many alumni with a passion for victory at all costs that they are quite willing to shut their eyes to very discreditable happenings". The feeling is strong that any scheme of athletics that may be devised should provide for participation in intercollegiate athletics without in any way lending itself to abuses.

S. S. L. C. TANGLE.

The correspondence that has been appearing in the press in respect of the questionnaire on the S. S. L. C. scheme issued by the Director of Public Instruction is really bewildering. We are not sure whether the public will be disposed to pity the teachers and departmental officers or to quarrel with them for the too frequent meddling It does not strike the authorities and the Universities that the secondary schools should be given a chance to play their game. What is surprising is the attitude of the teachers themselves. Many of them no doubt feel that the present system of secondary education is indefensible and that a thorough reform is necessary. But they labour under *"practical consideration mentality"* and can see nothing wrong in letting practice and precept remain poles apart. Nowhere in the world has the problem of secondary education been satisfactorily tackled and this is, in no small measure, due to the increasing complexity of the modern conditions of life. But the educationists in other countries are consciously trying to bridge the gulf between practice and precept and to make

the secondary schools play their role worthily. We have constantly stood for the ideal that secondary education should be considered as a system by itself. It should neither be deflected from the straight path by any narrow or extraneous considerations nor be dominated by requirements of the University. We should like to invite the attention of teachers and authorities to the valuable observations of Mr. Nicholas Murray Butler, President of Columbia University:—"One very grave limitation on the usefulness of any type of educational institution, be it elementary school, secondary school, or college, is to regard it solely as a step in preparation for something other and more advanced than itself. As a matter of fact, the elementary school, the secondary school and the college have each and all their distinct aims and purposes, and there are very many students enrolled in each who do not remain, and in very many cases should not be encouraged to remain, under systematic educational direction in an institution of a type more advanced than that whose program they have just completed. Especially is this true as regards the relations which should exist between the secondary school and the college of liberal arts. The requirements for admission to the college of liberal arts should be set and adhered to from the view-point of the college itself, and without the slightest notion of limiting or restricting the work of the secondary school in fitting students to meet those requirements. Indeed, under normal conditions, it is quite within the bounds of probability that not more than ten or fifteen per cent of those who in any one year complete the program of a secondary school would look forward to a course of study in a college of liberal arts. Gainful occupation on the one hand, and vocational preparation of some highly specialised type on the other, will appeal, and should appeal to a very considerable proportion of those students who are to be graduated from a secondary school."

The time has come for teachers and authorities in this presidency to consider secondary education on its own merits. Their utterances in public platforms on the occasion of educational conferences show that they are not unaware of the importance of modern trends in education.

Why should they go on thinking that any reform is not "practical politics" with us in this province. Can it be that they are under the dominating influence of deep-rooted prejudices and distrust? The authorities will have to abandon the idea that teachers, as they are at present, cannot shoulder their responsibility. As for teachers, they should not allow themselves to be depressed and suppressed by inferiority complex. They should press for complete freedom in educational matters. As matters stand at present, they unfortunately have little faith in school records and a feeling of distrust is perceptible everywhere in the school atmosphere. Their willingness to let the external examination dominate entirely the school course is perhaps the outcome of this distrust. We are at one moment indignant with the framers of a scheme because we consider the course to be heavy. But next moment we vehemently argue the necessity for including all the subjects in the list of public examination subjects and also insist on a separate minimum in each subject. We appear to be a bundle of contradictions. We have been so far mere petitioners and have not had opportunities of attacking the problems ourselves and facing the consequences of our action. In these changing times it is absolutely necessary in the interest of educational progress that teachers should not be treated as strangers in the sphere of education. They should

be called upon to face the situations themselves. The wholesome principle of responsibility is certainly intended to be extended to all spheres of public administration and we have no doubt that the teaching profession will not be found wanting if it should get a chance. It is for the profession to urge the need for a sound reform of secondary education by pointing to the experiences of Porto Rico and Bulgaria.

OUR PROTECTION FUND.

We are glad to learn that the South India Teachers' Union Protection Fund has been making satisfactory progress. At the recent Annual meeting held in January, a qualified auditor holding the certificate of G. D. A. has been appointed to audit the accounts of the Fund and this step which is sure to keep up the confidence of teachers in general should be commended. It is also learnt that an acturial expert is being approached with a request that the provisions in the rules regarding benefits be more scientifically scrutinised so that defects, if any, may be removed at this early stage. A noteworthy feature of the union Protection Fund is the system of *Fixed call* which makes it possible for a substantial sum to go on accumulating. It is this fixed call which is expected to promote the stability of the Fund and to meet the claims arising from to time expeditiously. We are thankful to the authorities of C. P. and Berar Teachers' Mutual Benefit Fund for their kindness in sending us the literature on their Benefit Fund for our information. This fund has been started in 1927 "with the object of ameliorating the conditions" of the members and we congratulate the Board on the success that has been attending their efforts. There are one or two points which we would like to mention for the information of teachers in South India. The Berar Fund is at the present moment permitted to admit an indefinite number and the strength stood at 1474 in September 1931. Every applicant for membership should pay Rupees two as admission fee, one rupee towards working expenses of the year and in addition a sum of twelve rupees of which ten rupees shall be credited to reserve fund and two to the call fund. Over and above these payments he is also required to pay the amounts of Benefit calls paid by the management before the date of his admission in accordance with the following rule. "This shall either be the amounts of individual calls paid between the period of the date of his attaining twenty-fifth year and the date of his admission or the amount paid during the period of the date of the registration of the Benefit Fund and the date of his admission, whichever is less." A sum of annas eight (now one rupee) for retirement benefit and one rupee for death call is made and it is not open to the Board to make more than two calls in any month. There is no provision for fixed call in this Fund. The rule regarding the eligibility for retirement benefit does not stipulate a minimum period of membership in the fund and senior teachers retiring within a few years after joining the fund can get benefits. This is rendered possible by the above quoted rule relating to the payment of calls at the time of admission. *Unlimited membership, limited number of* calls, and the want of *Fixed Call* are some of the features of this fund which may strike our attention. We should be interested to learn what the experience of the Board has been in the working of the fund. The fourth Annual Report for the year ending September 1931, contains the following statement which, we hope, will receive the attention of our subscribers: "and secondly, we are of opinion that we cannot afford to increase our membership indefinitely. To suppose that unlimited membership can go hand in hand with limited liability

is absurd. If the membership is increased to, say, 2,500, according to the expectation of some of our members, the fund is doomed to failure with the present liability of members at the rate of only rupees two per month." It should be a great satisfaction to us that, in the framing of the rules of the Union Fund some safeguards have been provided. The time has come for taking in hand a scientific study of our scheme and the careful scrutiny by an acturial expert which is contemplated, should, we feel sure, commend itself to subscribers. One other point which we should mention is the provision relating to age. The original rule of the Berar Fund threw open membership to teachers who had not completed 45th year of age. Teachers between 45 and 50 could be admitted if they be prepared to pay an overage fee of Rs. 15 for every year after 45. Among the many alterations in the original rules, it is significant that the Berar Board has found it necessary to lower the age limit to thirty and to admit teachers between 30 and 35 only on the payment of the overage fee. The age-limit is 40 in the South India Teachers' Union Protection Fund and one criticism that is rightly made against this limit is that the rule induces teachers to postpone the time of joining the fund to forty.

The Board of the Union Fund may consider the desirability of lowering the age-limit to 30 and of admitting teachers between 30 and 40 only on the payment of over-age fee. We appeal to all teachers who are eligible to join the fund to enroll themselves as members and to bring the strength to one thousand.

THE 24TH PROVINCIAL EDUCATIONAL CONFERENCE.

Our readers will have known by this time that arrangements for the provincial educational conference are progressing rapidly at Madura. The Madura District Teachers' Guild which extended an invitation to the union to hold the conference at Madura has constituted a Reception Committee. The Teachers' Associations affiliated to the union are called upon to record their votes in connection with the election of the president and the committee will be announcing the results in a few days. From the list of six names contained in the final voting paper it appears that the Madura Reception Committee will be face to face with the same problem that confronted the Reception Committees of previous years. The Exhibition which is being organised is intended to devote special attention to exhibits relating to Intelligence tests measurement of achievement and allied topics. The resolutions received by the Reception Committee will be considered by the Working Committee of the Union and published officially in our April issue. One feeling that has been generally expressed with regard to our conferences is that we do not choose to concentrate our attention on a few important topics. We cannot think of any two subjects more important just now than *the reform of secondary education and the security of tenure.* Many are the issues that will have to be decided in regard to these two topics. It will be quite a desirable thing if each District Teachers' Guild takes up the two questions and submits for the consideration of the conference definite recommendations. The delegates which it deputes may be instructed to present their view and to come to a common understanding with their fellow delegates. While discussing the reform of secondary education, it is essential that teachers should acquaint themselves with the views of distinguished educationists and administrators frequently referred to in the columns of our journal. The series of articles on secondary education which the Editorial Board has arrang-

ed to publish seeks to place the necessary information before teachers. The introductory article which Mr. N. S. Subba Rao, Director of Public Instruction, Mysore, was kind enough to contribute to our February issue makes out a strong case for the reform of secondary education on rational lines and his opinion which is based on actual knowledge of the conditions obtaining here and in other countries should carry great weight with teachers. We are publishing in this issue two special articles in the series of secondary education reform, one by Mr Michael West of Dacca Training College and the other by Miss Weale of National Girls High School, Mylapore. The different aspects of the curriculum and courses are carefully considered. The Editorial Board is grateful to our special contributors who have helped it in its efforts to create a well-informed public opinion in the teaching profession. We have no doubt that teachers will read these articles with great interest and take a comprehensive view at the time of the debate.

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A DISTINGUISHED EDUCATIONIST.

Mr. R. G. Grieve, the acting Director of Public Instruction, will be going on leave preparatory to retirement. His record of work as inspecting officer, Principal of the Teachers' College, Saidapet and as acting Director of Public Instruction is well-known to teachers. He has also done valuable work in the different authorities of the Universities in South India. He has always emphasised the need for organisation of teachers and during his tenure of office as Director of Public Instruction he has given unmistakable indications of his sympathetic interest in the growth of the South India Teachers' Union. Besides calling upon the departmental officers to co-operate with the union in all the educational activities it has organised, he has made it possible for the union to organise the All-India Educational Exhibition through the substantial grant of over Rs. 700 obtained from the government. He preferred to do his work silently and refused to be in the lime-light. Teachers will regret that, by his retirement, the profession loses a sympathetic officer. On behalf of the teaching profession in South India, we hasten to express our warm appreciation of the valuable services he has rendered to the cause of education in this presidency and we wish him a pleasant voyage and a happy time in his own native land.

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